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The Condition of Public Elementary and Secondary Education in Connecticut

Fiscal Year 1979 - 80

Volume 1 - The Annual Report
of Programs and Evaluations of
Connecticut State Board of Education

February 1981

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STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

To the Honorable William A. O'Neill, Governor, State of Connecticut
and Members of the Connecticut General Assembly

We are pleased to submit the Annual Report of the Programs and Evaluations of the Connecticut State Board of Education and the State Department of Education for the 1979-80 fiscal year, in compliance with Section 10-4(a) of the Connecticut General Statutes.

The 1979-80 school year saw significant progress made to improve elementary and secondary education in Connecticut. A number of activities were undertaken on the state and local level to carry out the provisions of Public Act 79-128, "An Act Concerning Equalization of Educational Financing and Equity in Education Opportunity." These represent strong efforts to increase state support of public education and equalize the ability of each of the state's 169 towns to provide a suitable education for all students.

The first new dollars -- totalling $56 million in additional funding -- were distributed under the five-year finance equalization program. The state's first formal goals for education, as well as other components of the Comprehensive Plan for Elementary and Secondary Education, were approved by the General Assembly. And Connecticut administered the first statewide proficiency test in the basic skills to ninth graders.

Local schools took steps to determine and submit to the state their own goals and objectives for education. And to help achieve those goals, the state began the development of a series of curriculum guides for local schools which will span all educational areas.

In 1979-80, other key planning activities took place which set the stage for public education in the decade to come. Of most immediate importance, the realignment of the State Department of Education was completed to keep pace with changing demands and responsibilities. Special attention was given to the operation of the state's 17 vocational-technical schools -- the largest secondary school system in Connecticut -- and the needs of adult learners.

As we approach the 1980's by placing a renewed emphasis on quality, we look forward to an exciting time for public education. We also look forward to working with you in the coming months to improve educational opportunities for all of our citizens.

Sincerely,

John E. Toffolon, Chairman
State Board of Education

Mark R. Shedd, Secretary
and Commissioner of Education

Box 2219 • Hartford, Connecticut 06115

An Equal Opportunity Employer

THE CONDITION OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION IN CONNECTICUT

Fiscal Year 1979-80

Volume 1 — The Annual Report
of Programs and Evaluations of
the Connecticut State Board of Education

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INTRODUCTION

Connecticut's public schools, serving 569,092 students in more than 1,000 schools, seek to provide excellent educational programs within a framework established by law. That body of federal and state law sets policy for public school efforts.

Central to the body of state law related to education are these precepts:

- Each student in Connecticut's public schools is guaranteed an equal opportunity to receive a suitable program of educational experiences.
- Assuring a suitable program for each student is a responsibility of the state.

To fulfill the responsibility of state government, the nine-member State Board of Education engages in wide-ranging leadership activities, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing education law and continues to serve as a principal advocate for children and youth.

Members of the State Board of Education are appointed by the Governor, subject to the approval of the General Assembly. John E. Toffolon of Riverton continues to serve as Board Chairman by appointment of Governor Grasso for a six-year term which expires in 1985. Other members serving six-year terms which expire in 1985 are June K. Goodman, Danbury; Roberto Fuentes, Stamford; and James J. Szerejko, Hartford. Mr. Szerejko was named to the Board in November 1979 to replace Stephen P. Hondzinski, New Britain, who resigned.

Serving four-year terms which expire in 1983 are Dayson D. DeCourcy, West Hartford; Julia Rankin, Ashford; Gail Stockham, Stratford; Rose B. LaRose, Putnam; and Rose Lubchansky, New London.

All subsequent appointments to the Board will be for four-year terms.

Serving with the Board in an *ex officio* capacity is Commissioner Michael Usdan, Board of Higher Education.

Under provisions of the state government reorganization bill, the Commissioner of Education, who is the Secretary of the State Board and administrative head of the Department of Education, serves for a four-year period co-terminus with the Governor. Mark R. Shedd has served at the pleasure of the Board since 1974 and was reappointed to a four-year term as Commissioner of Education on January 3, 1979. Theodore S. Sergi serves as Deputy Commissioner of Education and Assistant Secretary of the State Board.

THE COMPREHENSIVE PLAN FOR ELEMENTARY AND SECONDARY EDUCATION

The state's first five-year Comprehensive Plan for Elementary and Secondary Education was adopted by the State Board of Education in February 1980. The plan, which was submitted to the General Assembly, is the blueprint for local school districts and the state to plan, implement and evaluate excellent programs for each student in the public schools.

The Comprehensive Plan represents the thinking and contributions of thousands of people who care deeply about quality and equality in public education – students, parents, teachers, school

board members, administrators, the state-level education community, representatives of business, civic and service organizations and many others.

By advancing Statewide Goals for Education, the plan invites Connecticut's public school systems – each school, each local school district and the state system as a whole – to critically compare their present condition with conditions they perceive as ideal. Planning and implementation of excellent programs for all students and careful, continuing appraisal of those programs will be required to reach these goals.

The Statewide Goals for Education include motivation to learn, mastery of basic skills, acquisition of knowledge, competence in life skills and understanding society's values.

In its Statewide Objectives for the Public Schools, the State Board of Education asks Connecticut citizens to share its commitment to positive change. The objectives say, in sum, that the public school system can and will improve in areas of critical importance within the next five years.

- **Motivation to Learn** – An increase to 80 percent in the proportion of ninth graders who complete high school; an increase in school attendance of all students.
- **Mastery of Basic Skills** – A five percent increase over the 1980 results in the average score on the ninth-grade proficiency tests in the basic skills of reading, writing and mathematics, accompanied by measurable improvement in the basic skills in grades 3, 5 and 7.
- **Acquisition of Knowledge** – An increase of five percent in the proportion of students who demonstrate proficiency on statewide tests of knowledge of science, mathematics, social studies, the arts, literature and languages.
- **Competence in Life Skills** – Placement of all eligible secondary school graduates in employment or post-secondary education or training programs, with special emphasis on new opportunities for minorities, women and the handicapped; an increase in the proportion of 18-year-olds who register to vote and do vote.
- **Understanding Society's Values** – A 10 percent increase in the proportion of special needs students who participate in learning experiences which have been traditionally inaccessible because of discrimination based on race, language, sex or handicapping conditions; a 10 percent decrease in indicators of negative student behavior, including suspensions, expulsions, thefts, assaults and vandalism within schools.

In its goals, the State Board pledges to use its influence, resources and authority in the areas of critical need as those areas have been defined by the Board and local school district educators, working together. Moreover, the Board has set specific objectives and developed strategies so that it can accurately measure its success in providing assistance to local school districts. In this sense, the Comprehensive Plan becomes a valuable management tool for the State Board.

The four major goals of the State Board are equity and equal opportunity, improving school programs, ensuring professional competence and evaluating success.

Further, the Comprehensive Plan seeks to clarify roles in public education. In a partnership process described fully in the document, local and state educators have sharply defined the educational interests of students, which must be protected at all times, and identified the important decisions about the design of instructional programs and the allocation of resources which must, for the benefit of students, remain chiefly the concern of local district educators and the communities they serve.

LEGISLATIVE UPDATE

Teacher Negotiations

P.A. 79-405, calling for last best offer binding arbitration in the settlement of teacher contract negotiations, took effect in July 1979.

After the first year operating under this law, all 112 teacher and administrator contracts requiring collective bargaining had been settled by September 1980, with 43, or a little over a third, falling under the provisions of last best offer binding arbitration. That compares with 23 unresolved contract situations awaiting settlement in September 1979.

1980 Legislation

The state expresses its concern for and oversight of public education through the adoption of legislation. During the 1980 session, the General Assembly enacted a wide variety of changes in state education legislation.

Major interest centered on the figures that were used to calculate the state grants to local school districts under the funding equalization passed in 1979 (P.A. 79-128). After much debate, 1977 grand list figures were used to calculate the grants for 1980-81 (P.A. 80-404). By this process, towns and cities received more than $56 million in new monies. In response to interest in this issue, the legislature directed the State Board of Education to set up a committee to evaluate and re-examine school finance. The Educational Equity Study Committee began its work July 1, 1980, and will complete its task by January 1, 1981.

Other legislative action produced a School Health bill (P.A. 80-440) which reduces the number of health assessments that a child must have throughout his school career from four to three, while specifying the components of the health assessment. However, school systems are now required to provide health assessments, at no cost, to students meeting free or reduced lunch and milk program eligibility guidelines.

In addition, two new health screenings are now required. One is for hearing (grades K-3, 5 and 8), and the other is for posture to detect scoliosis (grades 5 and 8). As presently required under law, each school district with a school population of 10,000 or more must have a medical advisor. When fully implemented, the total cost of the legislation to all 165 school districts around the state is estimated to be $350,000 to $400,000. The law requires implementation by September 1, 1982.

The legislature also postponed for one year action it had taken in the previous session (P.A. 79-128) to fund local school district special education costs during the year they are provided. The state will continue to reimburse towns for their costs after special education services have been provided. However, it did enact P.A. 80-473 which will help school districts which experience a catastrophic increase in special education costs in 1980-81 by providing current funding for such catastrophic costs.

P.A. 80-230 changed the name and function of the Mystic Oral School to Mystic Education Center, affirming the decision of the trustees of the school and the State Board of Education to discontinue the program for the hearing impaired at the end of the 1979-80 school year. Monies were provided to help place the remaining 70 students into appropriate programs. The State Board of Education is considering various proposals for alternate use of the facility.

Educational Equity Legislation

In 1978-79, sweeping legislative activity resulted in the enactment of P.A. 79-128, An Act Concerning Equalization of Educational Financing and Equity in Educational Opportunity.

Passage of this historic law was the culmination of a six-year effort by the State Board of Education and the General Assembly to increase state support of public education in a manner which would make the state's 169 towns more nearly equal in their ability to provide suitable educational programs for all students.

The legislation provides compensating state aid so that all towns will have the same ability to pay for education as the ninth wealthiest town enjoys. The act:

- sets a Minimum Expenditure Requirement for each school district,
- equalizes support for special education and transportation costs,
- requires that new state aid programs be phased in over five years, and
- establishes a new process to assure that each child in the public schools has an equal opportunity to receive a suitable education.

This process includes requirements that educational goals be set on both the state and local levels, that all public schools offer basic instructional programs, and that the state provide remedial assistance if a local school district fails or is unable to fulfill the promises of the law.

CONDITION OF EDUCATION 1979-80

During the past school year, enrollment continued its decade-long plunge. From a high of 667,000 in 1971, enrollment dropped to 569,092. This trend will continue through the decade, though the level of decline will taper off over the period.

Enrollment of minority students, however, does not show evidence of a similar fall-off. In 1979-80, 96,467 minority students attended public schools, with 64 percent of that total attending class in one of the five largest cities in the state. Minority students now represent 17.2 percent of the total pupil public school population.

Quite expectedly, many local districts have had to make decisions about closing schools, particularly at the elementary level. Between 1978 and 1979, 20 elementary schools in the state closed and two middle and junior high schools shut down, while the number of senior high schools remained the same.

As a result of the increase in support staff and special education personnel, the number of full-time certified staff members in the schools will continue to be a bit less than 40,000.

In June 1979, 39,790 students were graduated from public high schools in Connecticut. Approximately 61 percent of the graduates were enrolled in post-secondary education programs the following year. Of the 13,896 students who chose not to continue their formal education, about 75 percent indicated that they were employed, 9 percent were unemployed and 10 percent in the military. Of the total, 3 percent reported that they had married.

The status of enrollment in the state's 17 regional vocational-technical schools stands in direct contrast to the declining enrollment pattern described earlier. These schools, which are Connecticut's largest secondary school system, are only able to accept one out of every two students looking for admission. This is due to limited facilities. In 1979-80, 11,604 full-time day students received a vocational-technical education in these schools, while projections show over 13,000 students will be registered in 1981. The State Board of Education projects that an additional 600 students can be accommodated in 1981-82, through facility expansion.

In addition to the full-time day programs, the state operates four vocational-technical satellite programs. Students enrolled receive academic courses at their regular high school and vocational training in the satellite facility. In 1979-80, 568 students were enrolled in these programs.

The schools also serve a large number of adults -- over 13,000 in 1979-80 – primarily in evening programs.

The Cost of Public Education

The total Department of Education budget for 1980-81 is $447,509,000. Of that amount, $411,774,500, or 92 percent, will be sent on to local governments for state aid to education. The single largest item in the budget is the Guaranteed Tax Base formula to towns and cities. This grant in 1980-81 is $276 million. The formula is helping poorer communities in the state to increase their support of local education programs.

ADVANCING GOALS THROUGH ACTION

Within the Comprehensive Plan for Elementary and Secondary Education, the State Board of Education has stated clearly its determination to use its influence and authority on behalf of each student in Connecticut public schools. The four goals of the Board – equity and equal opportunity, improving school programs, ensuring professional competence and evaluating success – were reflected in the actions of the State Department of Education during fiscal year 1979-80.

Departmental Realignment

The five-year Comprehensive Plan for Elementary and Secondary Education has established broad goals for education and specific goals and objectives for the State Board and Department of Education. Many of these set new priorities and require new activities for agency staff commitments which demand new ways of organizing personnel within the Department. The realignment, the first since 1974, was approved by the State Board in February 1980 and is to be put into effect by July 1980.

The new structure establishes a Division of Vocational-Technical Schools because the operation of a system of schools is functionally different from all other departmental activities. The Division of Vocational Education has become the Division of Vocational and Adult Education, with the addition of the Bureau of Community and Adult Education.

Specifically designed to meet the objectives of the Comprehensive Plan, the Division of Instructional Services has become the Division of Elementary and Secondary Education. This reconstituted Division will enhance communication with the technical assistance to local school districts. The three bureaus within the Division – School and Program Development, Curriculum and Staff Development and Student Services – reflect three key thrusts of the Comprehensive Plan.

The formation of a compliance and monitoring coordinating activity in the Division of Educational Administration responds to several objectives of the plan, as does the inception of an Equity and Intergroup Relations Unit established to address the concerns of minority students, women, students of different ethnic backgrounds, non-English speaking students and handicapped persons.

Racial Imbalance

The legislature's Regulations Review Committee approved regulations to implement the state's Racial Imbalance Law. This has been a high legislative priority of the State Board of Education over the past few years and reflects the State Board's concern for equity and equal opportunity as one of the goals to be addressed over the next five years.

Professional Staff Development

Professional competence has been designated as one of the State Board of Education's goals over the next five years. The Board's passage of an extensive plan in June 1980 to accomplish this mission established the basis for accelerating activity in this area. During the year, the Department provided technical assistance to the expanding network of Teacher Centers around the

state (15 at present) and provided support to teachers, administrators and college personnel in developing programs designed to improve the competencies of teachers.

A special unit, within the Bureau of Curriculum and Staff Development, was set up specifically to support local school districts in their staff development activities.

Vocational Education
The State Board of Education worked closely this past year with the public and private sector to provide opportunities for vocational and career education and employment training for youth and adults. Efforts were coordinated through the Division of Vocational Education which is primarily responsible for implementing Connecticut's Master Plan for Vocational and Career Education.

Special efforts were made to provide programs and services for those with special needs – the handicapped, unemployed and underemployed, urban youth, women, displaced homemakers, minorities and those with limited English proficiency. Bilingual skill training, a cooperative training program for the handicapped and introductory pre-vocational programs for women in non-traditional trade areas were especially successful.

With the support of Governor Grasso and other state agencies, the Education Department last year initiated 27 industry-sponsored training programs in cooperation with the state's 17 regional vocational-technical schools. A total of 539 students graduated from these programs, which are designed to benefit those in need of training and meet industry's need for skilled labor.

Efforts to support and promote the career and vocational education concept in the public schools included funding and assistance to eight regional Career/Education/Work Councils and the seven regional Education Service Centers. Work experience programs for regular classroom teachers and vocational and sex-equity workshops for counselors were also conducted.

The Bureau of Youth Employment and Training Services continued to work with the Department of Labor and prime sponsors to design and supervise educational programs for youth served under the Comprehensive Employment and Training Act (CETA). The Education Department also cooperated with other state agencies to support the efforts of the State Occupational Information Coordinating Committee (SOICC) to begin implementation of a standardized computer information network to provide easily accessible data on education and training programs and current and future labor market trends.

Compensatory Education
The goals of the State Board of Education in the Comprehensive Plan are a reaffirmation of the state and federal commitment to supplement educational opportunities for economically and culturally disadvantaged children. During the past year, $30 million was spent to provide compensatory education instruction with emphasis on basic reading, mathematics and language arts skills, for over 50,000 children. Connecticut's 13 Migratory Children's Programs provided intensive educational experiences to over 3,300 children. All indications are that these programs have had a significant positive impact on the achievement levels of students enrolled.

Bilingual Education
In the second year under Connecticut's Bilingual Education Law, about 11,000 students received instruction in their native language while strengthening their English-speaking ability. The state provided 13 school districts with $1.4 million to support these programs.

Adult Education/Adult Basic Education
One method of measuring success in educational endeavors is to determine if public schools are providing for the needs of all citizens. A major challenge in this regard can be found in the area of adult education. An estimated 300,000 adults have not completed eighth grade and 800,000 have not received high school diplomas. During the year, a total of 4,182 persons passed the high school equivalency examination. There are nearly 57,000 adults enrolled in either adult basic or secondary adult education programs in 80 Connecticut towns. The Adult Basic Education program initiated two significant projects during 1979-80. One dealt with legislative review to develop recommendations for the reform and improvement of Connecticut's adult education statutes, and the other involved the development of a task force to study the educational needs of urban adults.

Special Education
Special education programs for Connecticut's 67,061 exceptional children continue to be a model for the nation. In compliance with federal and state mandates, 3,000 people have responded to the CHILD FIND program and its call to identify preschool children who need special education services.

A formal complaint system to assist in resolving disagreements which may arise between parents and school districts was established, for the first time, this year. The system handled 108 complaints in 1979-80.

The voluntary adoption of programs for gifted and talented students by local school districts continues to demonstrate a tremendous commitment to serving these youngsters. Now, 120 towns offer nearly 240 programs designed to identify and serve nearly 10,000 students. This year the state received eight federal grants totaling $140,000 for gifted and talented programs. Grants were awarded to local school districts demonstrating methods for identifying and serving the needs of disadvantaged children who are gifted.

Teacher Evaluation
The Connecticut Teacher Evaluation Law became fully effective at the beginning of the 1979-80 school year. The law requires continuing evaluation of all certified staff in the public schools through locally developed programs. The intent of the law parallels one of the four State Board Goals contained in the Comprehensive Plan: ensuring professional compentence. Each year since 1974 school districts have proceeded toward full implementation of the teacher evaluation guidelines. By 1979, 97 percent of the districts had initiated activities or had already demonstrated substantial achievement in this area.

Student Achievement
The 32,285 Connecticut high school seniors who took the 1979 Scholastic Aptitude Test (SAT) scored slightly poorer than their 1978 counterparts in the state. On the verbal portion of the exam, Connecticut seniors had an average score of 435 of a possible 800, a three-point decrease. In math, seniors scored 465 of a possible 800, a four-point decrease.

Connecticut seniors did better than their counterparts around the country on the verbal portion, but fell below the national average in mathematics. However, in Connecticut nearly two-thirds of the senior class takes the SAT exam, while in other states, on average, one-third of the students choose to be tested.

In 1979, the Connecticut Assessment of Educational Progress (CAEP) reported that approximately 7,500 randomly selected 9-, 13-, and 17-year-olds scored higher than their counterparts around the nation in reading. Connecticut students in 1978-79 reading assessment scored higher than their 1975-76 counterparts on a select group of commonly tested questions.

Educational Evaluation and Remedial Assistance Program
In 1979-80, for the first time ever, the state administered minimum proficiency testing for all ninth graders. The testing assessed basic skills in reading and mathematics and basic writing skills in the language arts. As required in the education evaluation and remedial assistance legislation, passed by the General Assembly in 1978, 44,830 students were tested.

In each skill area, subject experts, with input from Connecticut citizens, developed sub-tests able to measure the minimum skills that a student would need in order to be successful in high school work. Statewide levels of expected performance (SLOEP) were developed in each subject area. In reading, 93.1 percent of the students tested scored above the state standard; in the multiple choice portion which tested basic language arts skills, 92 percent were above the standard; on the writing sample, 88.6 percent were above the state mark; and in mathematics, 78.2 percent of the students scored above the state standard.

The test is a screening mechanism which may indicate that a pupil needs further diagnosis and possible remediation.

The EERA legislation requires local districts to test youngsters in three non-consecutive grades (between first and eighth). Biennial reports to the State Board of Education, along with random on-site visits by staff members from the State Department of Education, will assist the Board in measuring progress toward student mastery of basic skills, which is one of the five Statewide Goals for Education included in the Comprehensive Plan.

THE CONNECTICUT CODE OF FAIR PRACTICES
Providing equal opportunities in education and employment, without regard for race, color, sex, disability, national origin, age, ancestry, religious creed or mental retardation, continues to be a top priority of the State Board of Education. It is one of the four goals of the State Board of Education for the next five years and is stated as follows:

"The State Board of Education will rigorously implement Connecticut's educational equity legislation, exercising its leadership to eliminate any and all discriminatory conditions and practices which exist in public education; ensure the adequate and equitable funding of school programs; and protect the legal right of each student for equal opportunity to a suitable program of educational experiences."

In this regard, fiscal year 1979-80 was highlighted by the following activities.

Vocational Education: As the policy-making body for the State's 17 regional vocational-technical schools, the State Board of Education recognizes the special opportunity and responsibility it has to provide a model for equal educational opportunity. The Board reports increasing enrollments of female and minority students in this, the largest secondary school system in the state. Female enrollment has climbed from 2,214 in 1978-79 to 2,322 in 1979-80. Black students increased from 990 to 1,037 and Hispanics from 394 to 439. In accordance with Board policy, these schools have vigorously recruited special needs students for their programs including the culturally deprived, educationally handicapped, economically disadvantaged and physically disabled. The Division of Vocational Education also acts as advisor to the local school systems and provides technical assistance whenever possible.

Pilot programs conducted this fiscal year consisted of a bilingual vocational training program at the Bullard Havens Vocational-Technical School in Bridgeport and a bilingual vocational instructor training program at Central Connecticut State College. These programs have been evaluated, and plans are underway to develop similar programs in all areas of the state where the need exists.

A member of the Division's staff provides assistance in ensuring compliance with the Code of Fair Practices; federal regulations such as Title IX, Title VII, P.L. 94-142, and Section 504 of the Rehabilitation Act. The Division also promotes equal access to vocational education programs for all eligible students by striving to eliminate discrimination and sex stereotyping. There is also an affirmative action/Title IX coordinator on the staff of each regional vocational-technical school.

Sex equity issues remain a priority in programs within local school districts, regional educational service centers and vocational-technical schools. In 1979-80, the Sex Equity Unit within this Division placed emphasis on increasing the participation of adult women in vocational-training through intensified recruitment and by increasing in-service training in sex equity for vocational administrators, counselors and instructors at both the secondary and adult levels. Indicators of activity included 15 workshops and three conferences relative to sex equity issues. In addition, female participation in the machine training program rose from 18 percent to 30 percent of the total enrollees. This was accomplished through pre-vocational orientation in non-traditional fields.

Vocational Rehabilitation: Handicapped persons continue to rely upon the valuable services this Division provides for persons 16 years and older.

During the fiscal year, 17,800 disabled persons were served by the agency and 2,550 were vocationally rehabilitated. On the basis of follow-up studies, an estimate of first-year earnings of all clients, following rehabilitation, is approximately $19,099,500.

A major accomplishment was the development of a statewide Consumer Advisory Board, which includes representatives from each of the Division's five district offices and acts in an advisory capacity on policy and program development.

Instructional Services: The bilingual program operated within this division is well established with two resource centers to service the programs. The program will continue to make special efforts to provide appropriate programs and services for the non-English speaking students in the local schools. During this year, the grant for the Indo-Chinese resettling in Connecticut was again refunded.

To ensure that students are receiving necessary special education services, the Division conducted compliance reviews in one-third of the state's special education programs. A formal complaint system for resolving disagreements which may arise between parents and local school districts was also established this year. There were 180 complaints handled through this system in 1979-80.

Administrative Services: With the approval, in March 1980, of regulations to implement the 1969 Racial Imbalance Law, this Division continued to provide valuable technical assistance and information on desegregation to school districts around the state. Five districts with schools that are racially imbalanced by standards set out in the regulations, consulted with departmental staff. As of June 30, 1980, two of those districts (Meriden and Norwalk) submitted plans which met with State Board approval.

This Division will continue to monitor equal educational opportunity in all school districts around the state and will notify districts which show signs of "impending" imbalance.

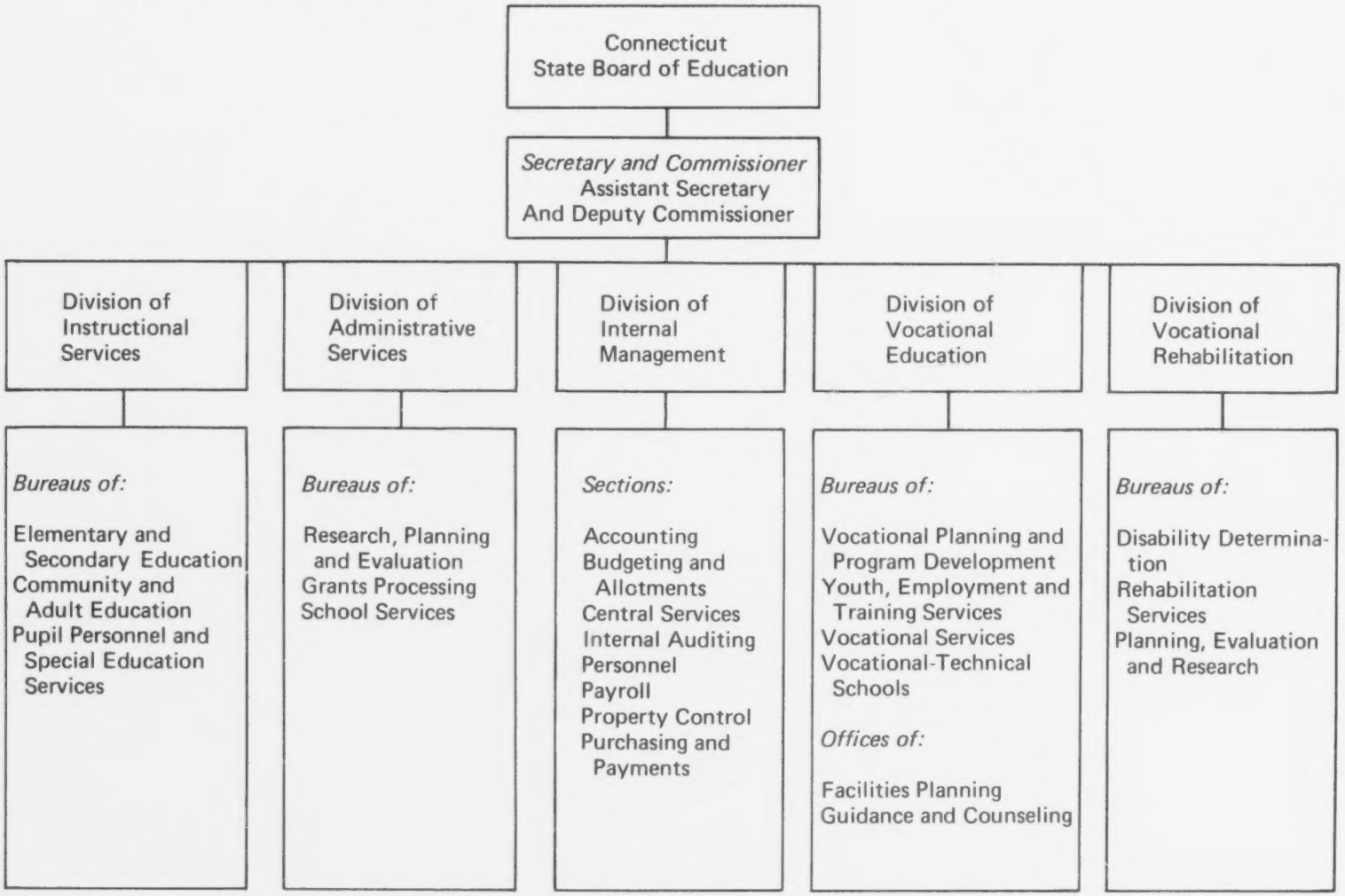
Employment Practices of the Agency

The State Board has adopted a new Affirmative Action Plan which was approved by the Commission on Human Rights and Opportunities during this fiscal year. The revised policy statement expresses the Board's firm commitment to the principles of affirmative action and explicitly indicates that the State Board will not become a party to any agreement, arrangement, contract

or plan with any parties who engage in discriminatory practices. All personnel practices and departmental policies are periodically reviewed and revised as necessary to assure compliance. The Board will continue to cooperate fully with the Commission on Human Rights and Opportunities.

The State Board continues its efforts to increase the representation of minorities, women and the handicapped in all levels of employment, but particularly in the administrative and professional job categories. In 1978-79 there were 136 minority employees (7.1 percent) in the Department. During 1979-80 this was increased by 22, bringing the percentage to 8.2 percent. Most of this increase was in the professional job category. Although there was a .4 percent decrease of women in the Department overall, 33 women were added to the professional job category through upward mobility and hiring.

The State Board has continued to urge local educational agencies to develop and implement comprehensive Affirmative Action Plans. Technical assistance is provided by the Department's affirmative action officer, when necessary.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State Board of Education
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Assistant Secretary
And Deputy Commissioner
Division of Instructional Services
Division of Administrative Services
Division of Internal Management
Division of Vocational Education
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Central Services
Internal Auditing
Personnel
Payroll
Property Control
Purchasing and Payments
Bureaus of:
Vocational Planning and Program Development
Youth, Employment and Training Services
Vocational Services
Vocational-Technical Schools
Offices of:
Facilities Planning
Guidance and Counseling
Bureaus of:
Disability Determination
Rehabilitation Services
Planning, Evaluation and Research

CONNECTICUT STATE BOARD OF EDUCATION

SUMMARY OF EXPENDITURES

	Actual 1977-78	Actual 1978-79	Actual 1979-80
General Fund			
Fixed Charges:			
Payments to Local Governments	$ 268,313,651	$ 294,775,636	$ 333,820,947
Payments to Other than Local Governments	4,893,908	7,258,391	6,438,415
Current Expenses:			
Administrative Services	744,609	845,578	1,122,769
Instructional Services	1,071,382	1,166,490	1,490,038
Vocational Education	19,035,885	22,138,539	25,726,865
Internal Management	927,552	917,393	1,247,409
Mystic Oral School	1,391,391	1,409,764	1,100,149
Equipment	714,178	918,988	604,914
Special Funding Acts	50,000	387,256	47,502
Federal Funds			
Fixed Charges:			
Payments to Local Governments	59,189,309	72,381,707	79,636,982
Payments to Other than Local Governments	5,272,663	5,404,350	5,091,061
Current Expenses:			
Administrative Services	1,173,255	1,577,514	1,234,061
Instructional Services	1,738,851	2,101,906	2,760,723
Vocational Education	3,057,399	3,558,596	3,945,080
Vocational Rehabilitation	7,076,760	7,480,882	8,298,947
Internal Management	–	15,019	–
Mystic Oral School*	–	1,003	–
Equipment	95,878	90,466	191,298
Private Funds	16,987	8,680	–
Educational Equalization Grant to Towns (Instant Lottery)	**	–	–
Vocational Education Industries Fund	1,260,223	1,683,304	1,756,012
Vocational Education Extension Fund	343,652	–	–
Bond Funds–School Construction	24,291,623	18,235,321	17,065,219

* Included with Division that provides funds.

** Transferred to General Fund – $19,939,000.

CONNECTICUT STATE BOARD OF EDUCATION

PERSONNEL

	Authorized 6/30/78	Authorized 6/30/79	Authorized 6/30/80
State Funded Positions			
Administrative Services	40	40	40
Instructional Services	48	54	56
Vocational Education	1119	1196	1261
Vocational Rehabilitation	–	–	–
Internal Management	62	63	63
Federally Funded Positions			
Administrative Services	53	53	57
Instructional Services	37	50	50
Vocational Education	90	118	118
Vocational Rehabilitation	372	384	380
Internal Management	33	48	48
CETA	23	–	–
Vocational Education Industries Fund	46	46	51
Vocational Education Extension Fund	–	–	–

Source: 1977-78, 1978-79 and 1979-80 Operating Bedget Requests.

REPORT FORMAT NOTES

The program reports presented in this document were prepared in response to the requirements of the Connecticut General Statutes. The reports encompass all major programs of the Department including those programs for which evaluation reports are specifically mandated by the General Statutes. Evaluation information has been presented in concise form. Supplementary materials are available in the Department.

The program reports are organized by Division and Bureau. An overview of functions and accomplishments for each Division and Bureau is presented in summary form. Each unit or program report contains the following sections:

I. Need
II. Goals
III. Objectives
IV. Description of Program Activities
V. Performance Indicators
VI. Summary Evaluation
VII. Financial Report

The following are explanations of each of these main headings:

I. *Need* is an account of the conditions that led to the establishment of the unit and its programs. Where state and/or federal statutes spell out specific needs to be met, the statutory reference is cited.

II. *Goals* are identified for the unit or program. Usually these include one or more of the goals of the State Board of Education, student goals and statutory responsibilities which reflect the primary purposes of the unit or program. (A list of these various program goals follows this section.)

III. *Objectives* are what a unit or program proposes to accomplish. Each objective is related to one or more of the program goals, which is indicated by the symbol for the goal listed with the objective.

IV. *Description of Program Activities* is a general discussion of the major activities undertaken.

V. *Performance Indicators* concern the extent to which the objectives have been accomplished. Performance indicator data are displayed for the year of the report and for the previous two years. Each indicator is related to one or more objectives, referred to in parentheses.

VI. *Summary Evaluation* is a narrative account of the achievements and shortcomings of the unit or program. The outcomes are substantiated in terms of the extent to which the objectives have been accomplished. In addition, significant results which are not reflected in the performance indicators may be included here. This is a professional judgment about the impact of a unit or program.

VII. *Financial Report* lists the expenditures reported by the unit for two categories: *Personnel* which includes salaries of all regular classified and unclassified employees and *Grants* which includes all payments to local governments and payments to other than local governments. In each expenditure category, the fund source is identified as Connecticut General Fund, Federal Funds, or Other Funds.

PROGRAM GOALS

The Connecticut Constitution gives to the General Assembly the responsibility for implementing the principle of free public elementary and secondary schools. *Educational goals* which support this principle are specifically addressed by the General Assembly in the *Connecticut General Statutes.*

The statutes provide, among other things, for the establishment of the State Board of Education. The Board, in carrying out its constitutional and statutory responsibilities, has identified five *State Board of Education goals* which, if achieved, will strengthen public education in Connecticut. Additional requirements are imposed on the Board by *Federal Statutes.*

It is the mission of the State Department of Education and its administrative sub-divisions to address continually constitutional and legislative mandates, the educational goals they subsume, and specific State Board goals, when developing *program goals.*

Program Goals
Program managers selected one or more of the following goals of the State Board of Education:

I. Putting school finance on a sound and equitable basis;

II. Greatly expanding and strengthening the capacity of both local school districts and the state to plan and evaluate;

III. Providing a strengthened program of professional development for teachers, administrators, and others; inservice training that is keyed to solving the problems they identify as critical and releasing the talent they possess;

IV. Strengthening and broadening the educational system's approach to career preparation of students;

V. Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities.

They may also have selected one or more of the following student goals:

A. Each student learns to communicate effectively.

B. Each student accepts learning as a lifelong continuing process of self-development.

C. Each student develops the skills, knowledge, and values necessary for responsible citizenship.

D. Each student increases his/her ability to understand him/herself and to function in his/her environment.

E. Each student acquires habits and attitudes which have proven of value for health and family life.

F. Each student applies his/her accumulated knowledge and skills to present day living.

(Connecticut Citizens' Response to Educational Goals: 1971-72, Connecticut State Board of Education)

In addition, program managers may have selected one or more of the following State Board of Education general statutory responsibilities (taken from Connecticut General Statutes Section 10-4, Duties of the Board, and Section 10-4a, Educational Interests of State Identified).

Section 10-4

"Said board shall have general supervision and control of the educational interests of the state, which interests shall include pre-school, elementary and secondary education, special education, vocational education and adult education;"

a. "Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation;"

b. "Prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law;"

c. "Conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and improving their proficiency in meeting the diverse needs and interests of students;"

d. "Keep informed as to the condition, progress and needs of the schools of the state;"

e. ". . . submit to the Governor. . . and to the General Assembly, a detailed statement of the activities of the board and an account of the condition of the public schools and of the amount and quality of instruction therein and such other information as will assess the true condition, progress and needs of public education;"

f. "Develop or cause to be developed an evaluation and assessment procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools and shall report on these procedures;"

g. "Recommend policies and programs designed to improve education and publish such reports and information concerning the educational interests of the state."

Section 10-4a

h. ". . . the educational interests of the state shall include, but not be limited to, the concern . . . that each student shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences;"

i. "That each school district shall finance at a reasonable level an educational program designed to achieve a suitable program of educational experiences;" and

j. "That the mandates of the General Statutes pertaining to education within the jurisdiction of the state board will be implemented."

Each of the State Board of Education goals, student goals and statutory responsibilities are identified throughout this document by its appropriate roman numeral or upper or lower case letter.

Program managers may also have stated goals as specific purposes of the unit or program. Such goals are identified by arabic numerals.

PROGRAM REPORTS

OFFICE OF THE COMMISSIONER

Office of Affirmative Action
Assistant for Board Matters
Assistant for Legislative Relations
Assistant for Planning and Policy
Assistant for Public Information

OFFICE OF THE COMMISSIONER

Summary

INTRODUCTION

Under state law (Connecticut General Statutes Sec. 10-2), the Commissioner of Education serves as Secretary to the State Board of Education and administrative head of the Department of Education. He appoints a Deputy Commissioner and Assistant Secretary who share the responsibilities of the Office of Commissioner.

The Commissioner is appointed to a four-year term co-terminus with the Governor. Mark R. Shedd, who had served at the pleasure of the Board since 1974, was appointed to a four-year term as Commissioner of Education on January 3, 1979. On February 27, 1979, Theodore S. Sergi was appointed Deputy Commissioner of Education.

The Commissioner, with the assistance of the Deputy Commissioner, discharges the responsibilities of the office, preparing materials and making recommendations to the Board, acting on the directions of the Board and overseeing the administration of the staff and budget of the Education Department. In addition, the Commissioner of Education is assigned certain responsibilities, by statute, including the appointment of mediators and arbitrators under the state's teacher-board negotiations law.

Other key functions of the Commissioner's Office — legislative proposals, public information, affirmative action, planning and policy and board matters — are coordinated by five staff assistants at the direction of the Commissioner. They prepare materials, monitor projects and help coordinate departmental activities in each of these functional areas within the Office of the Commissioner.

PROGRAM HIGHLIGHTS

The major priorities in 1979-80 were the four goals of the State Board of Education — equity and equal opportunity, improving school programs, ensuring professional competence and evaluating success — which are designed to ensure equity and excellence for all students in all school programs. Connecticut's first five-year Comprehensive Plan for Elementary and Secondary Education, developed by the State Board of Education this year, describes how these goals can be reached to fulfill the promise of law for each student.

The plan responds fully to the planning mandate of Public Act 78-282, while incorporating provisions of Public Act 79-128, An Act Concerning Equalization of Educational Financing and Equity in Educational Opportunity. In this plan, for the first time, Connecticut has specific goals and objectives which the public can use to evaluate the actions of local, regional and state educational agencies.

The 1979-80 school year was significant, as well, because it marked the beginning of statewide proficiency testing for all ninth graders. The tests are designed to find and help students who are not proficient in the basic skills. Each school district has submitted plans to the State Board of Education describing how they will provide remediation for students who fell below the minimum standard. The first results from the testing generally reflect well on the quality of public education in Connecticut. Nearly three-quarters of Connecticut students demonstrated basic proficiency in all areas tested, including mathematics, reading, language arts (writing skills) and a writing sample. Proficiency in mathematics and the general proficiency of students in our large urban centers were identified as two targets of need and opportunity through this testing. The Commissioner has established a Task Force on Mathematics to determine ways to improve the performance of students in this area.

The Commissioner of Education again became involved in the school finance issue as he was named a member of the Educational Equity Study Committee established by the State Board of Education. The committee, which responds to a mandate of the General Assembly, first met in June 1980 and is expected to report its findings to the State Board of Education by December 15, 1980.

Significant strides were made to improve departmental organization and evaluate staff performance. The first realignment of the Department since 1974 was undertaken this year. One major feature of the realignment plan was the development of a new division to oversee the vocational-technical secondary school system and a merger of all departmental planning, research and evaluation activities into one division. The Department also became the sixth state agency to have its managerial staff participate in the Management Incentive Program (M.I.P.). The program bases pay increments on performance levels.

The 1979-80 session of the General Assembly was quite responsive to legislative proposals put forth by the State Board of Education. Some key measures enacted into law dealt with grants to promote quality, integrated education; new school health initiatives; special needs of gifted and talented children and youth; an industrial fund for the state regional vocational-technical schools and educational leadership assistance grants.

Through workshops, conferences and hearings, as well as formal reports and communiques, communication with the general public, the news media and the education community was improved and more frequent during the 1979-80 fiscal year. Meetings were held to solicit public opinion from all sectors of our state on issues ranging from the goals of the Comprehensive Plan for Elementary and Secondary Education to the Annual State Plan for the Administration of Vocational Education.

OFFICE OF THE COMMISSIONER

Office of Affirmative Action

I. Need

Section 10-4a of the Connecticut General Statutes states that, ". . .the educational interests of the state shall include, but not be limited to, the concern. . .that each student shall have. . .equal opportunity to receive a suitable program of educational experiences. . . ."

In order for equal educational opportunity for students in the state of Connecticut to be fully realized, equal employment opportunity must also be guaranteed in the state's educational institutions. In addition to Sections 1 and 20 of the Connecticut Constitution, the following state laws and regulations mandate employers to take affirmative action to ensure nondiscrimination in employment: the code of Fair Practices (Sections 4-61c to 4-61l and 4-61s to 4-61w); the Fair Employment Practices Act (Sections 31-122 to 31-128); the Public Accommodations Law (Sections 53-34 to 53-36d); Public Acts No. 790 and No. 347; and Executive Order No. 11.

Protection is also guaranteed by the Fifth, Thirteenth, Fourteenth and Fifteenth Amendments of the U.S. Constitution. Federal laws, regulations and executive orders include: Titles VI and VII of the Civil Rights Act of 1964; the Equal Employment Opportunity Act of 1972; Executive Order 11246 as amended by 11375; the Equal Pay Act of 1963; the Age Discrimination in Employment Act of 1967; Title IX of the Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; the Vietnam-Era Veterans Readjustment act of 1972 and the State and Local Fiscal Assistance Act of 1978.

II. Goals

V. Increasing the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.

1. Providing equal opportunities to employees and applicants regardless of race, color, religion, age, sex, marital status, disability, mental disorder, criminal record, national origin, ancestry or political beliefs in all aspects of employment including: recruitment, selection, promotion, terms, conditions, privileges, compensation, training, educational assistance, benefits, transfers, discipline, lay-offs, recalls and terminations.
2. Continually monitoring personnel practices, removing all barriers to equal employment opportunity and dealing with the effects of any past discrimination, intended or unintended.

III. Objectives

(Goal Ref.)	
(2,3)	1. To increase the utilization of minorities, women and the handicapped at all levels of employment where deficiencies exist.
(2,3)	2. To develop sensitivity training programs designed to assist managers and supervisors in complying with the Affirmative Action Program.
(3)	3. To design and implement ongoing internal audit and reporting systems to evaluate and measure the effectiveness of the total Affirmative Action Program.
(2,3)	4. To effectively manage the programs, staff and funds of the Affirmative Action Office.
(3)	5. To advocate a dynamic approach to Affirmative Action which goes beyond passive compliance or verbal pronouncements.
(2,3)	6. To direct and coordinate the uniform implementation of the Affirmative Action Plan in each Division of the Department.
(V,2)	7. To promote awareness and understanding of state and federal laws pertaining to nondiscrimination in employment.

(V) 8. To increase awareness among LEAs of the need for comprehensive Affirmative Action programs.

(V,3) 9. To actively encourage and cooperate with federal, state and local agencies, programs and organizations intended to improve the employment opportunities of women, minorities and the handicapped.

IV. Description of Program Activities

The Affirmative Action Plan is updated twice annually – March and September. The update consists of narrative progress reports on the implementation of the plan, revised workforce statistics, descriptions of new policies and procedures and other information requested by the Commission on Human Rights and Opportunities. The Affirmative Action Employee Advisory Committee continues to provide valuable assistance to the Affirmative Action Officer.

Recruiting, interviewing and selection procedures have been revised and standardized throughout the Department in order to increase the effectiveness of our hiring practices. These procedures will be evaluated periodically and altered when necessary.

The Job Bank continues to provide female, minority and handicapped candidates with information about positions within the Department, including the Mystic Oral School and the 17 Regional Vocational-Technical Schools.

A summer work experience program for inner-city youth was successfully operated for eight weeks. Fifteen young persons were provided with meaningful employment experience in the Central Office. This program was sponsored by the Community Renewal Team of Greater Hartford, Inc.

V. Performance Indicators

(Obj. Ref.) A. Objectives	1977-78	1978-79	1979-80
(1) 1. To increase the utilization of minorities, women and the handicapped at all levels of employment where deficiencies exist	–	–	in process
(2) 2. To develop sensitivity training programs designed to assist managers and supervisors in complying with the Affirmative Action Program	–	–	in process
(3) 3. To design and implement ongoing internal audit and reporting systems to evaluate and measure the effectiveness of the total Affirmative Action Program	in process	in process	in process
(4) 4. To effectively manage the programs, staff and funds of the Affirmative Action Office	–	–	in process
(5) 5. To advocate a dynamic approach to Affirmative Action which goes beyond passive compliance or verbal pronouncements	in process	in process	in process
(6) 6. To direct and coordinate the uniform implementation of the			

			1977-78	1978-79	1979-80
		Affirmative Action Plan in each Division of the Department	—	—	in process
(7)	7.	To promote awareness and understanding of state and federal laws pertaining to nondiscrimination in employment	in process	in process	in process
(8)	8.	To increase awareness among LEAs of the need for comprehensive Affirmative Action Programs	completed	in process	in process
(9)	9.	To actively encourage and cooperate with federal, state, and local agencies, programs and organizations intended to improve the employment opportunities of women, minorities, and the handicapped	—	—	in process
(4)	10.	Meetings of Affirmative Action Committee (AAEAC)	8	6	10
(6)	11.	Affirmative Action representatives in VT Schools	18	18	18
(9)	12.	Students in workstudy program	4	11	15
(6)	13.	Complaints resolved within the Department	3	7	5

VI. Summary Evaluation

Implementation of the Department's Affirmative Action Plan continues to be a top priority. A revised policy statement has been issued by the State Board of Education and the Commissioner expressing their strong personal commitment to equal opportunity and affirmative action. Managers will be evaluated annually on their implementation of the Affirmative Action Plan and progress toward reaching the established goals.

Increased recruitment efforts undertaken by the divisions of the Department has resulted in attracting more minority, women and handicapped applicants for certain positions. These efforts will continue.

Audit and reporting systems to determine program effectiveness, to assess the degree to which goals and objectives have been met and to indicate the need for remedial action are being revised.

More emphasis will be placed on training, career counseling and employee orientation. These efforts will be carried out in conjunction with the Department Personnel Unit.

OFFICE OF THE COMMISSIONER

Assistant for Board Matters

I. Need

Section 10-2 of the Connecticut General Statutes states that the "Commissioner of Education shall serve as Secretary to the Board. . . and shall record all acts of the board and certify the same to all concerned and shall be the custodian of its records and papers; shall prepare such routine business for presentation to said board as may be necessary or advisable. . . ."

The function of the Assistant for Board Matters is to assist the Secretary in the range of responsibilities relating to the proper, timely and accurate acquisition of information for Board deliberations; to ensure that the Board has the adequate resources with which to make decisions; to make certain that the staff of the Department is aware of all Board actions relating to their specific area of responsibility; and that all actions of the Board are properly recorded and documented in accordance with state law.

II. Goals

To assist the Board in more effectively and efficiently carrying out its duties and responsibilities and to facilitate the Board's efforts to attain its goals and objectives on an ongoing basis.

III. Objectives

1. To provide the Board with materials in an orderly and timely manner throughout the year.
2. To ensure that the information conveyed to the Board by the Department is accurate, understandable, consistent in form, timely, and reflects and furthers the goals of the Board.
3. To communicate and document the actions of the Board to members of the staff and other state agencies, as well as assisting other members of the staff in providing local education agencies and the public with information on Board matters.

IV. Description of Program Activities

Annually, the Assistant for Board Matters develops and monitors a major activity cycle relative to key issues that the Board will be facing in the coming year. The yearly activity cycle ensures proper distribution of major topics for consideration by the Board. On a monthly basis, the Assistant for Board Matters ascertains that proper information is developed to allow the Board to consider key issues in a thorough fashion. The Assistant for Board Matters provides primary staff support to the Secretary in gathering, compiling, reviewing and distributing the agenda and back-up materials for the State Board of Education's regular monthly meeting as well as any special meetings required of the Board. The Assistant for Board Matters is responsible for the preparation and distribution of minutes of meetings of the Board which accurately reflect any action of the Board and ensure that actions of the Board are communicated to the individual(s) responsible for follow-through, as well as to the local education agencies and the general public.

V. Performance Indicators

1. Communicates on a continuing basis with Board members so they are aware of Departmental activities.
2. Responds to Board members' individual requests.
3. Responds to requests for information concerning Board actions.
4. Delivers Board material to members in sufficient time for proper review.
5. Ensures that Board members have adequate resources to make judgments at monthly meetings.
6. Provides minutes which accurately reflect the actions of the Board.

7. Prepares Board materials in proper manner for preservation by the state.
8. Communicates actions of the Board to appropriate persons.
9. Monitors follow-through on actions of the Board.
10. Reviews Board material for consistency with Board bylaws and policies as well as state and federal law.
11. Coordinates notification of all matters to Board members.

VI. Summary Evaluation

The year completed was a very productive one for the State Board of Education. The adoption of the Comprehensive Plan for Elementary and Secondary Education highlighted the year's work. In the plan, the Board developed four goals to strive for throughout the coming years. These goals include equity and equal opportunity, improving school programs, ensuring professional competence and evaluating success. The Assistant for Board Matters is responsible for assisting the Secretary of the Board in delivering proper, prompt and complete materials for the Board's consideration in pursuing these goals.

OFFICE OF THE COMMISSIONER

Assistant for Legislative Relations

I. Need

The state legislature exerts an expanding influence in public education. Legislators need information concerning the educational interests of the state as well as school district activities and needs. School districts and statewide educational organizations need information concerning initiatives and enactments of the Connecticut General Assembly. State legislative action is also critical in providing the resources, authority and responsibilities managed by the State Board and State Department of Education.

II. Goals

I. Putting school finance on a sound and equitable basis.
II. Greatly expanding and strengthening the capacity of both local school districts and the state to do planning and evaluation.
V. Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities.
a. Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation.
g. "Recommend policies and programs designed to improve education and publish such reports and information concerning the educational interests of the state."

III. Objectives

(Goal Ref.)	Objectives
(a)	1. Plan and manage the agency's annual state legislative cycle in conjunction with the annual agency budget cycle.
(a)	2. Coordinate all State Board and State Department of Education contacts with the General Assembly regarding legislation, regulations, funding and constituent concerns.
(a)	3. Maintain continuous liaison with the Education, Appropriations and Finance Committees of the General Assembly.
(a)	4. Coordinate response to requests from the legal, research, fiscal analysis and program review staff offices of the General Assembly.
(g)	5. Keep the State Board and State Department of Education informed of the activities of the General Assembly.
(g)	6. Maintain liaison with Office of the Governor and other state agencies regarding state legislation.
(a, g)	7. Maintain liaison with major state education organizations and other statewide interest groups regarding state legislation.
(a, g)	8. Work with the State Department of Education staff responsible for federal-state relations to inform the General Assembly of related changes in federal law and policy.
(a, g)	9. Prepare the biennial orientation program for the Education Committee and the Appropriations Subcommittee on Education.
(a, g)	10. Coordinate development and introduction of annual State Board of Education legislative proposals.
(II, a)	11. Review all newly enacted legislation to identify added or revised responsibilities of the State Board of Education and school districts.
(II, g)	12. Prepare and disseminate reports compiling and analyzing newly enacted legislation.
(I,II,V, a, g)	13. Initiate and coordinate implementation of State Board and State Department of Education responsibilities resulting from newly enacted legislation.

(II, g) 14. Coordinate, review and implement transmittal for legislative review of all agency regulations.

IV. Description of Program Activities

Annually, the Assistant for Legislative Relations plans and manages an activities cycle relative to state legislation and funding.

During the legislative session, reports are provided weekly to the Commissioner and Associate Commissioners on developments in state legislation and funding. Monthly reports are made to the State Board of Education. All important committee meetings are attended, especially those of the Education and Appropriations Committees.

Contact is maintained with key legislative leadership and staff offices, coordinating presentations at public hearings and all other requests for legislative information. Liaison is also maintained with the Office of the Governor, other state agencies affected by pending education legislation and statewide education organizations.

Following each legislative session, new laws relating to education are reviewed. Reports are prepared and disseminated to inform school districts, statewide education organizations and the general public. Added or revised State Board and State Department of Education responsibilities are identified, and necessary implementation activities coordinated.

In the interim between legislative sessions, coordinated contact continues with the General Assembly, other state agencies and organizations. Coordination is also provided in developing legislative and budgetary proposals for review and recommendation by the State Board of Education. At the outset of each General Assembly session, transmittal of such proposals is initiated.

Where legislation delegates regulatory authority, development and transmittal of regulations for legislative review is coordinated.

V. Performance Indicators

1. Communications with legislators and legislative staffs.
2. Reports and other informational analysis prepared for legislators and legislative staffs.
3. Reports and other informational analysis prepared for the State Board of Education, Commissioner of Education and Associate Commissioners.
4. Communications with the Governor's Office and other state agencies.
5. Informational requests from state education organizations, school districts and the public.
6. Attendance at legislative committee hearings and conferences.
7. Completion and dissemination of the annual report analyzing new state legislation.
8. Completion and assignment of timelines for implementation of State Board and State Department of Education responsibilities under new or revised state legislation.
9. Completion, transmittal and enactment of annual State Board of Education legislative proposals.

VI. Summary Evaluation

Legislative and fiscal implementation of Public Act 79-128, "An Act Concerning Equalization of Educational Financing and Equity in Educational Opportunity," continued to be a major activity in all areas of indicated performance. Other areas of activity included significant changes in the law concerning school construction, special education and school health.

Even greater success was achieved with the annual legislative proposals of the State Board of Education. Nearly 75 percent of those submitted to the General Assembly were enacted into law.

Major regulatory action was completed concerning school district racial imbalance and special education.

OFFICE OF THE COMMISSIONER

Assistant for Planning and Policy

I. Need

In response to new legislative and fiscal demands and the changing needs of its many publics, the Department of Education has recently redefined its role in the public education system. Strategic and organizational planning have been increasingly required during this period of redefinition to ensure agency leadership in providing an equal opportunity for a suitable education and in promoting the improvement of schools and educational programs in Connecticut.

Three central activities of the Department which took shape during 1979-80 underscore the importance of the agency's emphasis on these planning efforts: In 1979, the General Assembly adopted P.A. 79-128, "An Act Concerning Equalization of Educational Financing and Equity in Educational Opportunity," which initiated a five-year planning process for school finance reform and fostered the adoption of 15 educational equity recommendations by the State Board of Education. In January 1980, the Department issued its first Five Year Plan for Elementary and Secondary Education. And in March, the State Board approved a plan for the reorganization of the Department. In implementing these recommendations and plans, continued coordination of internal agency and interagency planning needs to be actively pursued. State and federal mandates also require such coordination (C.G.S. Section 10-4, P.L. 93-380).

II. Goals

II. Greatly expanding and strengthening the capacity of both local school districts and the state to do planning and evaluation.

a. Providing leadership and otherwise promoting the improvement of education in the state including research, planning and evaluation.

III. Objectives

(Goal Ref.)

(II) 1. Provide policy analysis and planning support services to the Office of the Commissioner and the Cabinet throughout the year for the improvement of public education.

(a) 2. Design alternative strategies for SDE leadership consideration to implement educational policy established by the State Board of Education and the General Assembly.

(II) 3. Maintain liaison with other state agencies to explore emerging trends and implications for planning improvements in public education services statewide.

(II) 4. Obtain the highest level of funding through 20 federal programs to support educational and school-based programs at the state and local levels.

IV. Description of Program Activities

The Office of the Commissioner is responsible for initiating a wide range of planning activities. The scope of these activities includes: policy formulation processes such as the annual SBE budget request or legislative package, organizational plans for improved agency operations, periodic tactical planning for a special activity, event or position paper, and liaison with other state agencies concerning emerging trends, analysis and interagency planning efforts. One staff planner reports directly to the Commissioner. Other staff support is coordinated on an ad hoc basis through the Cabinet.

V. Performance Indicators	1977-78	1978-79	1979-80
1. Initiate, design and update annual SDE activity cycle	3	3	3

	1977-78	1978-79	1979-80
2. Prepare materials for Commissioner cabinet meetings and workshops	10	20	25
3. Provide assistance on priority SDE projects	5	5	5
4. Liaison with executive branch agencies (number of agencies)	5	6	8
5. Review state plans for federal assistance in light of Board policy	—	—	20
6. Review and coordinate response to interagency plans	—	—	4

VI. Summary Evaluation

In 1979-80, progress was made in four major areas of activity: interagency relations, monitoring and coordination of State Department of Education plans, professional development for local school district administrators and teachers, and Department of Education staff organization and evaluation.

The Assistant for Planning and Policy represented the interests of the Department as a member of the Interagency School Health Task Force, which reported to the Governor in early 1980; the Connecticut Alcohol and Drug Abuse Council; and the Interagency Task Force on Juvenile Delinquency Prevention, which developed a state policy and strategy on delinquency prevention. In a state and local partnership effort, the Assistant for Planning and Policy helped a local community plan a conference to exchange information about these strategies and to assist in the development of local plans for positive youth development.

As a representative of the Commissioner's Office, the Assistant for Planning and Policy coordinated activities of the Citizens Advisory Council on Safe Schools. This council, which was convened by the State Board of Education in January 1979 at the request of the Governor, completed its research on violence and vandalism in the public schools and submitted final recommendations to the State Board in February.

In addition to monitoring and coordinating the Department's 20 plans for federal assistance, the Assistant for Planning and Policy also monitored and coordinated the implementation of the 15 educational equity recommendations, including the development of the Comprehensive Plan for Elementary and Secondary Education which was approved by the State Board of Education in January.

The five-year plan on professional development for local administrators developed in 1978-79 under the direction of the Assistant for Planning and Policy was in its first year of operation. The initial response of the SDE staff and 18 local administrators involved was very favorable. A formal evaluation is currently being conducted. If the results are as favorable as anticipated, the number of administrators will be expanded in the next operational year. A comprehensive State Plan for Professional Development, including preservice and inservice training for teachers, as well as the five-year plan for administrators, has been developed and approved by the State Board of Education.

The realignment plan for the Department, for which the Assistant for Planning and Policy developed alternative strategies, has been approved by the State Board of Education. The Management Incentive Plan, rewarding excellence in management, has also been approved by the State Personnel Department and was phased in starting this year.

OFFICE OF THE COMMISSIONER

Assistant for Public Information

I. Need

As the agency with over-all responsibility for the education of Connecticut's children and youth, as well as adults in increasing numbers, the State Department of Education has a special responsibility to communicate this important mission to its various publics. State law (Connecticut General Statutes Sec. 10-4) requires that the State Board/State Department of Education assess and report on the "true condition, progress and needs of public education." Federal and state laws and regulations require adequate notification of State Department of Education activities and dissemination of program information. The Department must also provide the public with access to its policies and records.

Responding to various state and federal laws (P.A. 78-282 and P.L. 97-128), the State Board of Education, in the Comprehensive Plan for Elementary and Secondary Education, has made improved public information and community relations one of its main objectives for the State Department of Education.

Public involvement – the other half of effective communications – can only be expected from an aware, informed public. The State Department of Education, therefore, has the responsibility of keeping the public informed of major issues, of interpreting events and policies, and of actively soliciting participation in departmental activities.

II. Goals

I. Putting school finance on a sound and equitable basis.
II. Greatly expanding and strengthening the capacity of both local school districts and the state to do planning and evaluation.
V. Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities.
d. Keep informed as to the condition, progress and needs of the schools of the state.
g. Recommend policies and programs designed to improve education and publish such reports and information concerning the educational interests of the state.

III. Objectives

(Goal Ref.)

(d) 1. To respond in a timely and accurate fashion to the information requests of the Commissioner, the news media, the departmental staff, local school districts, the general public and the General Assembly.

(g) 2. To ensure that information conveyed to the public by the departmental staff is accurate, understandable and reflects and furthers the goals of the agency.

(d) 3. To increase and improve external communications with the general public, local school systems and the General Assembly through regular publication of news releases and bulletins, through contact with news media representatives, through dissemination of speeches and other materials and through improved efforts to gather information and analyze public comment and concerns about education.

(II,d) 4. To increase and improve internal communications to make the most effective and efficient use of information generated within the Department through the publication of regular news bulletins, regular contact with staff and systems for sharing ideas and information with all staff members.

IV. Description of Program Activities

The principal responsibility of the Assistant for Public Information is to serve as the Department's contact for all news media. That responsibility involves the regular release of statements to the

media, prompt response to media inquiries and coordination of media contacts by all departmental staff members.

As spokesperson for the Department, the Assistant for Public Information has the responsibility to collect information from appropriate staff members and to coordinate media responses with the Commissioner and other management staff.

The Public Information Officer also serves as staff writer for the State Board of Education and the Office of the Commissioner, with responsibility for preparing speeches, articles, reports, memoranda and other written materials when needed.

A program of internal communications includes the publication of a bi-weekly two-page newsletter to inform staff of departmental activities, policies and programs, as well as sharing national and local education news gathered from various sources. Other activities include dissemination of pertinent materials about education to departmental staff (including newspaper articles), informal contacts with staff, memoranda and bulletins.

The external communications program includes the publication of a biweekly news bulletin to superintendents of schools, assisting in the development of other periodicals, assisting departmental staff with meeting legal requirements for notification and dissemination, preparing of announcements, publications reports and brochures, and serving as an advisor to the staff in planning effective communications programs.

Two support staff members assist the Public Information Officer. They participate in writing assignments, responding to public inquiries, distributing publications and maintaining a clipping service for departmental staff.

V. **Performance Indicators**	1977-78	1978-79	1979-80
Publication of FYI (biweekly newsletter to superintendents begun in 1978-79)	–	6	15
Publication of INTERACT (biweekly internal newsletter begun in 1978-79)	–	20	20
Press inquiries, background interviews	750	1000	1100
News conferences	1	2	3
News releases issued	60	60	95
Speakers representing Department at public meetings, on radio and T.V.	100	150	160
Articles published	4	6	5

VI. Summary Evaluation

Strides were made in 1979-80 to develop a greater understanding among news media representatives of the major issues relating to education in our state—particularly regarding the issues of equity and excellence in public schools.

The Public Information Office assisted in the development and writing of the Comprehensive Plan for Secondary and Elementary Education, materials regarding the Education Evaluation and Remedial Assistance program (EERA) and materials explaining the implications of the Department's reorganization plan. In addition, the office prepared testimony in support of proposed legislation for presentation before the General Assembly and responded to inquiries and requests from the general public, the education community and the media.

DIVISION OF ADMINISTRATIVE SERVICES: Division Summary

Bureau of Grants Processing
- Child Nutrition Unit
- Federal Grants Unit
- School Buildings Unit
- State Grants Unit

Bureau of Research, Planning and Evaluation
- Assessment and Testing Unit
- Data Processing Unit
- Management Information Systems Unit
- Program Evaluation Unit
- Research and Planning Unit

Bureau of School Services
- Certification Unit
- Equal Education Opportunities Unit
- Legal Services Unit
  - Civil Rights Liaison Program
  - Legal Interpretations Program
  - Regionalization Program
  - Section 10-4b Hearings Program
  - Teacher/Board Negotiations Program
  - Transportation Hearings Program

DIVISION OF ADMINISTRATIVE SERVICES

Division Summary

Introduction

The mission of the Division of Administrative Services is defined in the State Board of Education's Comprehensive Plan for Elementary and Secondary Education as follows: "The mission. . . is to support the activities of departmental staff and local agencies by developing and improving management and organization."

The programs administered by this Division are organized to provide the entire Department and all local school systems throughout the state with a broad range of management activities including leadership, technical assistance, and services, including:

- Assessment and Testing (Statewide)
- Child Nutrition Programs and Assistance (Public and Nonpublic)
- Departmental Data Processing
- Equal Education Opportunity Assistance
- Federal Grants Management
- Federal/State Relations and Congressional Liaison
- Legal Services (Negotiations, Interpretations, Hearings)
- Management Information Services
- Office of Civil Rights Liaison
- Program Evaluation, Teacher Evaluation
- Regional School District Services/Regional Service Center Liaison
- Research and Planning
- School Facilities Construction Assistance
- State Grants Management
- Teacher Certification (Issuance and Compliance)

The Division of Administrative Services' activities support (1) the State Board of Education goals, (2) statutory mandates from both Congress and the General Assembly, (3) the Connecticut Comprehensive Plan for Elementary and Secondary Education and (4) the Connecticut Master Plan for Vocational and Career Education.

Program Highlights

Public Act 79-128, An Act Concerning Equalization of Educational Financing and Equity in Educational Opportunity, took effect in Connecticut on July 1, 1979, the first day of the fiscal year covered in this annual report. Passage of P.A. 79-128 followed two years of intensive study and public debate.

Throughout 1979-80 the Division of Administrative Services provided assistance and support as P.A. 79-128 was implemented by the Department. The planning, implementation and evaluation process to set educational goals and student objectives at state and local levels has called for a major contribution of staff time for department-wide activities in support of the legislation.

In addition, the new system of state aid and minimum expenditure requirements has involved a year-long cooperative effort between the Bureau of Research, Planning and Evaluation and the Bureau of Grants Processing.

Numerous reports have been generated during 1979-80, providing state and local officials with information, analyses and projections. These reports are part of a continuing effort to give state and local officials a reliable base of information for use in making decisions in both policy and

program areas. The reports issued during the period July 1, 1979, to June 30, 1980, included the following:

- *The Condition of Public Elementary and Secondary Education in Connecticut for Fiscal Year 1978-79.* This is a three volume set:

  Volume 1 - The Annual Report of Programs and Evaluations of The Connecticut State Board of Education. This volume encompasses all major programs of the Department. Each program report covers need, goals, objectives, description of program activities, performance indicators, summary evaluation and financial report.

  Volume 2 - Town and School District Profiles. This volume highlights comparable statistical, fiscal and program information for each town and school, district by district, in a standard profile format. A total state profile is also provided. This volume was prepared and published for the first time in 1979-80.

  Volume 3 - Trends and Perspectives. This volume provides a review and analysis of the most recent statistical information available, in order to allow planners in the field to make program judgements and plan for the future. The format is that of highlighting both the statistical and philosophical aspects of critical issues such as declining enrollments, the impact of school finance reform, student achievement and racial balance.

- *Annual Data Acquisition Plan*
- *School Closings - Challenges and Opportunities*
- *Report on Graduate Follow-Up and Non-public School Enrollments*
- *Connecticut Assessment of Education Progress*
- *Evaluation and Effectiveness of Compensatory Education Programs*
- *Teacher Evaluation Status Report*
- *Grant Writing Handbook*
- *Coordinated, Monitoring, Evaluation and Management System Plan*
- *Evaluation of Regional Service Centers*
- *School Staff Report*
- *Minority Report*
- *Teacher Certification Regulations (14th Edition)*
- Numerous special studies such as *Length of the School Year, Cost-Center Budgeting, Assaults on Teachers and Staff* and *Equal Educational Opportunity Study* were developed. With the assistance of divisional staff, other reports prepared by other divisions included *Safe Schools Study* and *Vocational Technical Schools, Admissions.*

The Division of Administrative Services provided leadership and technical assistance for a wide variety of activities described in the individual bureau reports.

Examples are:

- Intensive technical assistance to five districts that were identified as having racially imbalanced schools;
- Monitoring and assistance to the parties involved in a teacher strike;
- Implementing the first year's activities and responsibilities under a new "binding arbitration" law for teacher/board disputes;
- Education Evaluation and Remedial Assistance (EERA) including a state-wide test for over 44,000 ninth grade students;

- The Connecticut Assessment of Educational Progress (CAEP) for 7,500 students in grades 4, 8 and 11, mathematics and science;
- Initiated a major effort to encourage School Breakfast Programs for students needing such a program;
- Developed a plan for an assessment, improvement and monitoring system (AIMS) to analyze current child nutrition programs management;
- Within the School Buildings Unit of the Bureau of Grants Processing, activities were carried out to comply with Public Act 76-418 standards and regulations in 1979-80, Section 504 of the Vocational Rehabilitation Act, and to resolve the asbestos problem;
- Numerous workshops were held by division staff throughout the state to provide leadership and technical assistance to local school district personnel.

On July 1, 1980, the Division of Administrative Services was reorganized to reflect its special responsibilities under the Comprehensive Plan for Elementary and Secondary Education. Effective that date the title changed to the Division of Educational Administration to better describe the Division's current role and responsibilities.

Summary Statistics

	1977-78	1978-79	1979-80
State grant programs administered	11	12	13
State grant reports prepared and disseminated	11	15	15
Number of federal grants fiscal analyses conducted (determined with expenditures following approved budget)	375	375	375
Number of LEA* technical assistance conferences related to federal grants	40	50	50
Number of school buildings reviewed in the field	131	172	222
Number of school buildings sketch conferences held	39	86	130
Public schools *not* participating in national school lunch programs	90	84	80
LEAs selecting assessment (CAEP)* options**	53	44	64
Percent of LEAs substantially achieving teacher evaluation requirements	66%	90%	94%
On-site teacher evaluation audits completed	13	20	20
Technical assistance provided LEAs for local evaluation:			
Workshops	–	20	15
On-site evaluations	–	38	95
Individual consultation	–	82	89
Special research reports prepared: testing out-of-school youth, length of school day and year, safe schools	55	48	39

* Explanation of abbreviations
LEA = Local Educaton Agency
SBE = State Board of Education
EERA = Educational Evaluation/Remedial Assistance
SLOEP = Statewide Level of Expected Performance

**The subject matter area of the assessment program changes from year to year, for example: mathematics (1976-77), career education and citizenship (1977-78), reading (1978-79), and mathematics and science (1979-80).

	1977-78	1978-79	1979-80
Teaching certificates issued:			
Provisional	8,076	8,818	8,071
Standard	3,385	3,854	2,465
Temporary emergency permits	26	28	31
Fees received	$183,983	$189,207	$189,207
Assistance in formulating and implementing phases of design plans	10	15	–
Number of teacher/board contract disputes:			
Ordered to mediation	53	73	31
Mediation sessions	95	101	–
Number of non-complying school accommodations:			
Appeals to State Board of Education	21	17	26
LEA decisions sustained by SBE*	5	10	16
LEA decisions overruled by SBE	11	1	6
Petitions pending or withdrawn	5	6	4
Number of investigations (Conn. Statute 10-4b):			
Requests received	8	10	**
Requests not pursued	–	3	**
Preliminary investigations completed	3	2	**
Preliminary investigations in process	5	5	**
Responses to telephone inquiries covering legal matters	1,060	1,170	1,800
Number of ninth graders taking EERA* test	–	–	44,830
Percent of ninth graders exceeding SLOEP in:			
Mathematics	–	–	78.2%
Language arts	–	–	92.0%
Reading	–	–	93.1%
Writing	–	–	88.6%

*See explanation of abbreviations, page 23.
**Functions transferred to the Commissioner's Office in 1979-80.

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Grants Processing

Introduction

The primary purpose of the Bureau of Grants Processing is to ensure that local school districts of the state and other eligible educational agencies receive their proper share of state and federal grants-in-aid for educational purposes. In addition, the Bureau ensures that these funds are disbursed by the State Department of Education and expended by eligible agencies in accordance with current state and federal legislation and regulations.

The Bureau of Grants Processing consists of four units under the supervision and coordination of the Bureau Chief. The four units and their respective functions are as follows:

1) The State Grants Unit is concerned primarily with processing categorical state aid. This requires interpreting pertinent statutes and regulations; developing application forms; collecting financial data, offering technical assistance; reconciling grant forms with year-end reports; revising the processing activities in accordance with legislation; and auditing and monitoring state grants at the local level.

2) The Federal Grants Unit in conjunction with program managers is concerned primarily with processing categorical and consolidated federal grants from the U.S. Department of Education. The processing includes such activities as the review of each grant award; the allotment of funds; the reservation of funds; and the payment of grants to local school districts and other eligible agencies. The Federal Grants Unit also audits, monitors and evaluates the fiscal management of federal funds by recipient agencies.

3) The School Buildings Unit is concerned primarily with state grants for the construction, remodeling, expansion and alteration of the physical school plants within local school districts. The Unit performs the following activities: reviews all programs, plans and prepares specifications for economy and utility; inspects school plant sites for suitability; reviews final plans and specifications; provides technical assistance to applicants; determines and certifies periodic and final grant payments.

4) The Child Nutrition Unit is concerned primarily with the fiscal and program management of federal grants received from the U.S. Department of Agriculture (USDA). These grants include the National School Lunch Program, the School Breakfast Program, the School Milk Program, the Summer Food Assistance Program, Assistance to Day Care Centers, Non-Food Assistance (Equipment) Program, and the Nutrition Education and Training Program. The fiscal management activities include the processing of reimbursement payments based on valid claims and the auditing of applicant claims to ensure compliance with statutes and regulations. The program management activities include such functions as the monitoring of meals served for compliance with the USDA minimum nutritional requirements; outreach programs to increase the participation rate of local school districts and other agencies; providing technical assistance; and providing training workshops in the areas of nutrition education, food preparation and menu planning.

With the passage of P.A. 79-128, P.L. 95-561 and other state and federal statutes and regulations, the need for administrative review, fiscal monitoring and technical assistance has increased. The Bureau has met this increased need for accountability either directly through its available staff or indirectly through contractual arrangements with private firms or other state agencies which have the necessary expertise.

Financial Summary

	Personnel	Distribution Grants	Other Expenses	Total
Connecticut General Fund	$ 252,698		$ 25,505	$ 278,203
Federal Funds	34,758	$ 15,000	5,500	55,258
Other Funds	—	—	—	—
Total	$ 287,456	$ 15,000	$ 31,005	$ 333,461

Certification Fees Collected for 1979-80: $151,350

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Grants Processing

Child Nutrition Unit

I. Need

Adequate nutrition is generally considered a prerequisite to learning. A nutritionally adequate, educationally sound food service program (including the National School Lunch and School Breakfast Programs) is provided for Connecticut children. Those served include school children of high school age or younger and children in institutions from birth to 21 years of age. Auxiliary programs include the Special Milk Program, Child Care Food Program, Summer Feeding Program and Food Service Equipment Assistance (equipment to implement new programs and/or improve existing programs).

Sec. 10-215 of the Connecticut General Statutes provides that the board of education of any school district may establish and operate a school lunch program as provided in the National School Lunch Act,* as amended, for public and nonprofit private school children and may operate lunch services for its employees.

II. Goals

1. To provide for the health and well-being of Connecticut children by providing nutritious meals in schools, day care centers, institutions and summer programs.

E. Each student acquires habits and attitudes which have proven value for health and family life.

V. Increase the responsiveness of schools to the variety of student needs.

III. Objectives

(Goal Ref.) A. Product Oriented

(V) 1. To increase participation in the National School Lunch and School Breakfast Programs in public and private nonprofit schools and residential child-care institutions.

(I) 2. To improve the financial management of child nutrition programs both at the state and local level.

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* Citations for the National School Lunch Act of 1946, as amended, and the Child Nutrition Act of 1966, as amended, are:

P.L. 79-396, 60 Stat. 230, 42 U.S.C. 1751,
P.L. 87-823, 76 Stat. 944, 42 U.S.C. 1752,
P.L. 89-642, 80 Stat. 887, 42 U.S.C. 1774,
P.L. 90-302, 82 Stat. 119, 42 U.S.C. 1773,
P.L. 91-248, 84 Stat. 214, 208, 724, 726, 42 U.S.C. 1774,
P.L. 91-295, 84 Stat. 336, 42 U.S.C. 1772,
P.L. 92-153, 85 Stat. 419, 420, 42 U.S.C. 1753,
P.L. 92-433, 86 Stat. 727, 42 U.S.C. 1774,
P.L. 93-150, 87 Stat. 560-564,
P.L. 93-326, 88 Stat. 286-287,
P.L. 93-347, 88 Stat. 341,
P.L. 94-105, 89 Stat. 511-518, 522-526,
P.L. 95-166, 91 Stat. 1346,
P.L. 95-627.

(I). 3. To develop an audit review capacity for all programs and an audit capacity for at least 50 percent of the Child Care Food Programs annually.

(V) 4. To provide technical and fiscal assistance in facility design on an annual basis for public and private nonprofit schools for school feeding programs.

B. Process Oriented

(II) 5. To develop a plan for the assessment, improvement and monitoring system (AIMS) which will analyze current school lunch and breakfast program management at the state level and will monitor use of federal and state funds in at least 20 percent of the school food programs on an annual basis.

(V) 6. To increase involvement of food service personnel in nutrition education and training activities by developing their knowledge of nutrition and its relationship to menu planning and food production.

(V) 7. To ensure that all sponsors of Child Nutrition Programs are in compliance with the nondiscrimination regulations issued under Title VI of the Civil Rights Act of 1964, and the antidiscrimination statutes of the State of Connecticut, Connecticut General Statutes, Sec. 4-114 (a).

IV. Description of Program Activities

The Child Nutrition Programs are administered by the Food and Nutrition Service, United States Department of Agriculture. The federal funds provided are used for cash subsidy for meals, food purchases and assistance in purchasing equipment.

To receive federal funds and government donated foods, a school district agrees to serve breakfasts and/or lunches that meet minimum nutritional requirements as prescribed by the U.S. Department of Agriculture; to serve breakfast and/or lunch at as low a cost as possible; to serve needy children free of charge or at a reduced rate not to exceed 10 cents for lunch and 10 cents for breakfast; to operate the program on a nonprofit basis; and to ensure that all child nutrition programs are available to all children without regard to race, color, sex, religion, national origin, or physical disability.

The United States Department of Agriculture, Food and Nutrition Service, is promoting expansion of the School Breakfast Program which became a permanent program with passage of P.L. 94-105 in October 1975. The Unit has made a concerted effort to interest schools in the breakfast program but since it is an optional program, as are all child nutrition programs, the increase in participation has been moderate.

The Nutrition Education and Training Program initiated by PL 95-166 is developing a multidisciplinary program so that valid information about foods and nutrients will be available for students, teachers and school food service personnel. The models will be used to increase the professional competencies of teachers and food service workers in nutrition education and food management systems as well as curricula and materials to use with students.

The Unit seeks to achieve the objectives of the National School Lunch Act and the Child Nutrition Act by consultations and conferences, the development of materials and statewide inservice training workshops, the initiation of new systems and the coordination of activities with local and state agencies. A unified effort is made for continuous review and evaluation of the program. Additional efforts to promote the intent of the program involve establishment of policies for the implementation of legislation, constant interpretation of regulations for local representatives and dissemination of operational memoranda to inform sponsors of changes in regulations, policies and procedures.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented			
(1)		1. Increase participation in National School Lunch and Breakfast Programs	accomplished	accomplished	accomplished
(2,3)		2. Provide supervisory assistance to sponsors	accomplished	accomplished	accomplished
(6)		3. Develop and carry out training programs for food service personnel	accomplished	accomplished	accomplished
(3)		4. Improve financial management system	improved	further improved	further improved
(7)		5. Ensure compliance with both state and federal Civil Rights Statutes	on-going	on-going	on-going
	B.	Process Oriented			
		1. Institutions participating in Child Nutrition Programs:			
		Public schools, NSLP	953	953	938
		Private, nonprofit schools, NSLP	95	69	55
		Vocational-technical schools	16	16	17
		Residential child care, NSLP	46	48	53
		Day care centers	178	206	241
		Day care homes	136	183	189
		Summer food service sites	342	353	316
		Residential summer camps	11	9	8
		Special Milk Program Only:			
		Public schools	42	44	50
		Private schools	127	127	111
		School Breakfast Program:			
		Public schools	22	28	42
		Private schools	17	15	20
		Residential child care institutions	28	43	52
		2. Children participating daily:			
		National School Lunch Program	272,600	273,800	
		School Breakfast Program	6,550	7,940	
		Child Care Food Program	5,580	6,368	7,928
		Summer Food Service Program	32,815	29,165	23,503
		3. State plans (federal)	3	4	4
		4. Number of sites approved for food service equipment:			
		National School Lunch Program	86	259	
		Child Care Food Program	43	50	45
		5. Grants administered:			
		State	1	1	1
		Federal	12	12	14

VI. Summary Evaluation

The National School Lunch Act of 1946 originally included only nutritional assistance to children in public schools. Over the past 34 years the act has been amended 14 times. As a result of this legislation, a number of programs are available to public and private nonprofit school students of

high school age or under and to children from birth to 21 years of age in residential child care institutions. In addition to the school programs, the nonschool programs include children in day care centers, group day care homes, other day care homes, summer recreation sites and residential summer camps. The Child Nutrition Program staff endeavors to initiate, expand and improve these programs so that the children of Connecticut will be able to receive nutritionally adequate and appealing meals.

Establishing a fiscally sound management system has been a major emphasis of the Unit in the past three years and has required continuous training. The new system has been designed to meet the new state and federal audit requirements. All sponsors have similar accounting systems for auditing consistency. The new procurement procedures introduced this spring strengthen this effort.

Expansion of the School Breakfast Program has been emphasized by Congress and the U.S. Department of Agriculture. The outreach effort, which has been extensive, has had some success. The opposition comes from school administrators, teachers and their unions, and even parents. In Connecticut the philosophy seems to be that breakfast should be served at home with the family. Nevertheless, many children come to school without breakfast and in those schools which have initiated a program, the successes have been great. Several school districts are pilot testing the program in targeted schools.

The Nutrition Education and Training Program successfully completed its second year of implementation. Interest in the program is even greater than expected and benefits have reached more than 10,000 children, teachers and food service workers since it began one year ago. School children, teachers and school food service staff are learning about the relationship between food, nutrition and health as part of this federally-funded program.

Due to national audits, the administration review procedure used by the Unit was strengthened to include on-site visits to 50 sponsors and included a contract to have meals sampled for quantities served. The reviewing staff worked with the sponsors to resolve problem areas and improve the programs.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
State*	$ 29,132	$ 2,251,915	$ 2,281,047
Federal**	207,991	29,092,226	29,300,217
Total	$237,123	$31,344,141	$31,581,264

*Section 10-215b(c) of Connecticut General Statutes.

**Citations for the National School Lunch Act of 1946, as amended, and Child Nutrition Act of 1966, as amended, are given in the footnote on page 27.

Public Schools Not Participating in The National School Lunch Program

Town	School	Enrollment
Ansonia	Lincoln	261
	Mead	224
	Nolan	289
	Peck	275
	Prendergast	578
	Willis	202
Bolton	*Bolton High	248
Branford	Branford Hills	142
	Brushy Plain	195
	Damascus	179
	*Indian Neck	172
	Pine Orchard	107
	*Short Beach	108
	Stony Creek	57
Darien	*Darien High	1,165
Eastford	Elementary	138
East Granby	Center	311
	Seymour	174
	Middle	281
	High	320
East Hampton	Middle Haddam	135
East Haven	High	1,645
Granby	Kearns	227
	Kelly Lane	293
	Old Town Hall	61
	Wells Road	224
	Memorial Middle and High	1,019
Groton	Charles Barnum	453
	Colonel Ledyard	138
	Groton Heights	152
	Mary Morrisson	521
	Mystic Academy	143
	Noank	242
	S.B. Butler	325
Hartland	Elementary	204
Ledyard	Gales Ferry	240
	Gallup Hill	418
	Juliet W. Long	585
	Ledyard Center	539
	Ledyard Junior High	606
Madison	*Dr. R.H. Brown	804
	*Daniel Hand High	1,155
Marlborough	Elementary	587
Naugatuck	*High School	1,713
Oxford	*Great Oak	465
	Oxford	600
Plainfield	Center	488
	Grammar	435
	High	941
	Memorial	635
	Moosup	523
Portland	Junior High	489
	Gildersleeve	364
	Valley View	282
	High	495
Salem	Elementary	385
Sherman	Elementary	305
Somers	*Avery	405
	Kibbe-Fuller	158
	Junior and Senior High	849
	Somerville	223
Sterling	Memorial	297
Stonington	Old Mystic	152
Union	Elementary	70
Voluntown	Elementary	253
Wilton	*Strong Comstock	441
	*Ina E. Driscoll	418
	*Tilford Miller	405
	*Cider Mill	615
	*Middlebrook	751
	*Wilton High	1,645
Woodstock	Academy	480
Reg. #1	Cornwall Elementary	136
	Kellogg	151
Reg. #4	Chester	335
Reg. #11	Chaplin	219
	Hampton	156
	Scotland	107
	Parish Hill High	431
Reg. #12	Burnham Bridgewater	98
	Booth Free, Roxbury	92

Total: 83 schools with total enrollment of 33,149.
*Schools with food service other than National School Lunch Program.

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Grants Processing

Federal Grants Unit

I. Need

The administration of federal grants requires fiscal accountability not only in terms of revenues received, but also in terms of expenditures incurred. Consequently, the purpose of the Federal Grants Unit is to assure that the federal grants received by the State Department of Education, and in turn its subgrantees are effectively and efficiently accounted for and expended in accordance with applicable statutes and regulations.

II. Goals

I. Putting school finance on a sound and equitable basis.
II. Greatly expanding and strengthening the capacity of both local school districts and the state to plan and evaluate.
d. Keeping informed as to the condition, progress and needs of the schools of the state.

III. Objectives

(Goal Ref.) A. Product Oriented

(I) 1. To coordinate the initial processing of federal grants and certain state grants received by the Division of Administrative Services and the Division of Instructional Services: (a) allotment, (b) reservation, (c) payment, and (d) fiscal reporting.

(I) 2. To develop formulas for the distribution of federal and state grants in order to ensure fiscal equity and responsiveness to student needs.

(d) 3. To provide technical assistance and information to local educational agencies and other state agencies for the effective and efficient implementation of grant programs.

(II) 4. To collect, analyze, and disseminate financial data from local educational agencies and other agencies for specific state and federal purposes.

B. Process Oriented: none

IV. Description of Program Activities

The Federal Grants Unit prepares the grant award for processing, allotment, reservation of funds, and payments to local educational agencies. In addition, the Unit distributes and receives Quarterly Cash Status Reports and End of Year Fiscal Reports.

The Federal Grants Unit also interprets federal/state legislation, rules and regulations for inclusion in appropriate manuals, applications and fiscal reporting forms to achieve effective analysis and better coordination of fiscal information between the federal, state and local educational agencies and within the various units and subdivisions of the State Department of Education.

The specific purposes of the Federal Grants Unit's activities are to provide:

1. An accurate, current and complete disclosure of the financial results of each grant;
2. Records which identify adequately the source and application of funds for grant-supported activities;
3. Effective control over and accountability for all grants and real and personal property acquired with grant funds;
4. Comparison of actual expenditures with budgeted amounts for each grant;
5. Procedures which minimize the time elapsing between program approval and payments to local educational agencies; and
6. Procedures for determining the allowability and allocability of costs against a particular grant.

The particular state grant programs handled by the Unit include:

1. State Aid for Disadvantaged Children;
2. State Adult Basic Education;
3. State Bilingual Education; and
4. State Career and Vocational Education Incentive Grants.

In the area of federal programs the following are included:

1. ESEA Title I, Part A (Low-Income);
2. ESEA Title I, Part B (Special Incentive);
3. ESEA Title I, Neglected and Delinquent;
4. ESEA Title I, Migrant;
5. ESEA Title I, Handicapped;
6. EHA Title VI, Part B (Handicapped);
7. ESEA Title IV, Part B (School Libraries);
8. ESEA Title IV, Part C (Innovative);
9. Title IV, Civil Rights Act of 1964 (LAU);
10. Title IV, Civil Rights Act of 1964 (Racial Desegregation);
11. ESAA, Title VII (State Model Arts Project);
12. Federal Adult Basic Education;
13. ESEA Title VII (Right to Read); and
14. Teacher Centers Program, Higher Education Act, Title V, Part B.

V. Performance Indicators

(Obj. Ref.)	A. Product Oriented	1977-78	1978-79	1979-80
(1)	1. Coordinate initial processing of grants	achieved	achieved	achieved
(4)	2. Collect, analyze and disseminate financial data	ongoing	ongoing	ongoing
(3)	3. Provide technical assistance	ongoing	ongoing	ongoing
(2)	4. Develop formulas for equitable distribution of funds	achieved	achieved	achieved
(1)	5. Number of Grant Recipients			
	(a) Public schools	149	149	149
	(b) Regional districts	16	16	16
	(c) Vocational/technical	16	16	16
	(d) State-aided/supported	16	16	16
	(e) Nonpublic	297	297	297
(3)	6. Number of telephone consultations	7,000	7,250	7,300
(3)	7. Number of followup letters on delinquent fiscal reports	2,500	3,500	3,650
(3)	8. Number of payments temporarily withheld because of noncompliance	165	200	225
(3)	9. Number of workshops held	12	15	15
(3)	10. Number of LEA technical assistance conferences	40	40	50
(4)	11. Number of onsite visits conducting fiscal monitoring	15	20	25
(3)	12. Number of publications	6	6	6

			1977-78	1978-79	1979-80
(4)	13.	Number of fiscal analyses conducted to determine whether expenditures followed approved budget	375	375	375
(2)	14.	Number of formulas	4	4	3
(1)	15.	Grants administered (state/federal)	20	18	18

VI. Summary Evaluation

The main objectives of the program have been achieved. Nevertheless, there is a basic need for more staff not only to analyze in greater detail the fiscal reports submitted by local educational agencies, but also to expand the capacity of the Federal Grants Unit to meet the additional responsibilities created by new federal regulations. The enactment of EDGAR will result in a greater burden on LEAs and a corresponding need for assistance from this Unit.

Overall, the following objectives are being achieved:

1. Local educational agencies have begun to devise more accurate fiscal procedures for the accounting of state/federal funds.
2. Turnaround time to LEA and SEA initiated requests has decreased markedly.
3. The State Board of Education, the commissioner and the program managers have received fiscal information upon which to base their program decisions.
4. The distribution of state/federal grants has met the need for fiscal equity and the needs of students.
5. The onsite technical assistance efforts of the Unit have been increased in response to the needs of local school districts.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
State*		$ 9,073,716	$ 9,073,716
Federal**	112,200	45,542,753	45,654,953
Total	$112,200	$54,616,469	$54,728,669

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*P.A. 77-588, State Bilingual Education Act;
Section 10-266a-e,j, State Aid for Disadvantaged Children;
Section 10-73b, State Adult Basic Education; and
Section 10-99a-d, State Career and Vocational Education Incentive Grants.

**Primary Sources:
P.L. 91-230 as amended by P.L. 93-380, Adult Basic Education Act, Title III;
P.L. 88-352, Civil Rights Act of 1964, Title IV;
P.L. 89-10 and P.L. 89-313 as amended by P.L. 93-380, Elementary and Secondary Education Act, Title I;
P.L. 93-380 as amended by P.L. 95-561, Elementary and Secondary Education Act, Title IV;
P.L. 91-230 as amended by P.L. 94-142, Education of the Handicapped Act, Title VI;
P.L. 93-380, Right to Read Act, Title VII; and
P.L. 94-482, Teacher Centers Programs, Title VI, Part B as amended.

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Grants Processing

School Buildings Unit

I. Need

Municipal and regional school districts would face staggering fiscal burdens in the construction of $40 to $80 million worth of school facilities each year and would soon be legally unable to finance the construction of school building facilities without the state aid provided through Section 10-287 and 10-287a of the Connecticut General Statutes.

II. Goals

I. Putting school finance on a sound and equitable basis.

II. Greatly expanding and strengthening the capacity of both local school districts and the state to plan and evaluate.

a. Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation.

d. Keeping informed as to the condition, progress and needs of the schools of the state.

g. Recommend policies and programs designed to improve education and publish such reports and information concerning the educational interests of the state.

III. Objectives

(Goal Ref.) A. Product Oriented

(I,a) 1. To make construction grants for school building facilities.

(II,a,d,g) 2. To provide information and leadership toward improving the quality and economy of municipal and regional school plant planning and participate in financial support.

B. Process Oriented: None.

IV. Description of Program Activities

The Unit collects and distributes cost, technical and procedural data on all municipal and regional projects receiving state grants. Staff works on the development of review standards and procedural recommendations; reviews all programs, plans and specifications for economy and utility; inspects existing school plants and sites for suitability for specific uses; reviews all final plans and specifications for conformity with pertinent state laws and regulations; reviews all grant applications for correctness; and determines grant amounts. The Unit also certifies periodic and final grant payments to towns and regions. Technical assistance is provided on architectural selection and proper procedures relating to school facilities development, on site, if necessary, and appropriate design concepts and their detailed development. In addition, the staff works with LEAs to clarify the complexities of the state's school construction aid program.

Further functions include communication with other state and federal school building agencies on latest developments in the field of school plant planning; organizing and planning for implementation of P.A. 76-418 standards and regulations during FY 80, advising local school officials, architects and representatives of community groups on application of governing laws, regulations and Department policy; assisting in formulating Department policies and the review of legislation concerning construction of school plants; assisting in implementing P.A. 76-148 standards and regulations; reviewing all public educational facilities and occasionally private educational facilities, construction plans, specifications, addenda and construction change orders, for violations; and preparing, writing, editing and promoting color slide educational programs relating to obvious fire hazards.

V. Performance Indicators

(Obj. Ref.)	A. Product Oriented	1977-78	1978-79	1979-80
(1)	1. Make construction grants	achieved	achieved	achieved
(2)	2. Provide information and leadership	achieved	achieved	achieved
(2)	3. Booklets, summaries and data sheets distributed	800	500	900
	Advisory conferences held	500	500	2,000
	Sites evaluated in field	5	–	3
	Buildings reviewed in field	131	172	222
(1)	4. Educational specs reviewed	173	86	230
(1)	5. Preliminary plans reviewed	173	92	72
(2)	6. Suggestions for improvement made	950	440	824
(1)	7. Sketch conference held	39	86	130
	Sets of final plans reviewed for compliance	55	62	489
(2)	8. Schools involved in the asbestos problem that had to be reviewed	59	7	12
(2)	9. Implementation of P.A. 76-418 requiring school buildings to be visited	538	125	165
(1)	10. Regular grants processed for payment (Sec. 2)	73	42	35
(1)	11. Dollars certified for payment, regular (Sec. 2)	$24,291,623	$18,235,321	$16,904,482
(1)	12. Interest subsidy grants processed for payment (Sec. 8)	342	366	389
(1)	13. Dollars certified for payment, interest subisdy grants (Sec. 8)	$ 3,613,452	$ 3,180,788	$ 3,769,021
(1)	14. Estimates prepared, future fiscal needs	36	–	–
(1)	15. Annual grants processed for payment (Sec. 1)	735	647	578
(1)	16. Dollars certified for annual payments (Sec. 1)	$16,007,202	$14,498,778	$13,167,250
(1)	17. Vo-Ag equipment grants processed for payment	2	2	5
(1)	18. Dollars certified for Vo-Ag equipment payment	$ 38,992	$ 18,792	$ 62,894
(1)	19. Annual grants processed for payment (Sec. 3)	–	5	13
(1)	20. Dollars certified for annual payments (Sec. 3)	–	$ 116,935	$ 554,209
(1)	21. Interest grants processed for payment (Sec. 3)	–	6	11
(1)	22. Dollars certified for interest payments (Sec. 3)	–	$ 283,065	$ 356,344

VI. Summary Evaluation

The information services provided by this Unit are quite effective and are probably more extensive than those provided by a majority of states. Review of plans and specifications is very well done in relation to mandatory items and is reasonably effective as related to planning. However, communities do not receive adequate assistance in the very important area of long-range planning and the programming of specific projects, nor are they kept sufficiently abreast of newer technologies and procedures in the building industry.

Attention to asbestos-related problems in the schools generated action on the part of the School Buildings Unit and the Governor's Task Force on Asbestos.

Federal energy conservation requirements and provisions for handicapped persons in school buildings were new administrative concerns in the School Buildings Unit. The method of funding school building projects is changing from state Bond Funds to state General Fund appropriations. Bond funding is being replaced by General Fund payments based on a sliding percentage scale determined by wealth. Legislative changes are proposed to change all school building projects to General Fund appropriations.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$ 126,000	$ 17,910,553	$ 18,036,553
Federal	4,644	—	4,644
Bond Funds	—	16,904,482	16,904,482
Total	$ 130,644	$ 34,815,035	$ 34,945,679

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Grants Processing

State Grants Unit

I. Need

All state aid programs require interpretation of the pertinent statutes, development of forms, a manual of instruction, data collection procedures and processing of data to implement grant payments. Local school districts need assistance in making accurate and complete applications for aid. Grant forms must be reconciled with supporting financial and statistical information submitted at the close of the school year, before final approval of the grants and compilation of state data and summaries.

Financial assistance is required by the project directors and managers of Title V, Part B of ESEA, Strengthening State Educational Agency Management (P.L. 95-561).

II. Goals

I. Putting school finance on a sound and equitable basis.
II. Greatly expanding and strengthening the capacity of both local school districts to do planning and evaluation.
d. Keeping informed as to the condition, progress and needs of the schools of the state.

III. Objectives

(Goal Ref.)			
	A.		Product Oriented
(I)		1.	Administer state grant programs.
(II,d)		2.	Collect, summarize and disseminate financial and other data from school districts for specific local, state and federal use.
(II)		3.	Prepare application for Title V, Part B (3-year application).
	B.		Process Oriented
(II,d)		4.	Provide consultative assistance to local agencies for the efficient implementation of the grant programs.
(II)		5.	Assist the Title V, Part B, ESEA project managers in administering federal legislation.
(II)		6.	Coordinate the annual evaluation of Title V, Part B, ESEA (P.L. 95-561).

IV. Description of Program Activities

Policies incorporated in legislation and various other state requirements are translated into manuals and application forms. Legal opinions are obtained as required. Procedures for collecting, analyzing, and summarizing data are developed and implemented. Grant applications are processed and grants distributed. Unit personnel assist local agencies as they respond to requests for, and the use of, the information related to this program. Computer programs are being written to process the data obtained for 1979-80 to produce the related reports and payments to LEAs.

Financial data are prepared for the Title V, Part B, ESEA project directors and managers for periodic review and analysis. Contracts are prepared and executed with other state agencies and LEAs. Assistance is provided for preparing the annual application and annual evaluation report required under P.L. 95-561.

V. Performance Indicators

(Obj. Ref.)			Product Oriented	1977-78	1978-79	1979-80
(1)		1.	Payment of state grants	11	12	13
(2)		2.	Financial reports compiled and disseminated	15	15	15

			1977-78	1978-79	1979-80
(3)	3.	Prepare 3-year application for grant under P.L. 95-561, Title V, Part B	—	—	1
	B.	Process Oriented			
(4)	4.	Provide technical assistance to local school districts	all districts	all districts	all districts
		a. Office conferences	—	—	15
		b. Telephone conferences	—	—	5,500
(5)	5.	Assist in Annual Evaluation of P.L. 93-380, Title IV, 431(a) (3)	1	1	—
(6)	6.	Assist in the administration of P.L. 93-380, Title IV, 431 (a) (3)	on-going	on-going	—
(7)	7.	Assist in the administration of P.L. 95-561, Title V, Part B	—	—	on-going

VI. Summary Evaluation

Grant-related data have been collected, analyzed and reported to state, local and federal agencies. Procedures have been revised to meet the policies of new and revised legislation. All school districts of the state received grants due. They have also received all reports published by the Unit.

Regional meetings were held with new superintendents and business officials throughout the state to provide assistance in state record keeping and regulations governing data reporting. The objective of this special effort was to improve the accuracy and timeliness of reports and grant applications through technical assistance to local agencies. Additional presentations included a report of the field audits conducted during fiscal 1979. Continued technical assistance was available to school districts throughout the year by telephone, conference, etc., to resolve local grant-related problems.

The administrators of the new P.L. 95-561, Title V, Part B, received assistance for preparing the annual program plan and the evaluation report.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	$ 29,407	$333,570,870	$333,600,277
Federal Funds (PL 95-561, Title V, Part B)	107,064	14,860	121,924
Other Funds	—	—	—
Total	$136,471	$333,585,730	$333,722,201

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Research, Planning and Evaluation

Introduction

The overall mission of the Bureau of Research, Planning and Evaluation is to ensure that the Department, its individual program managers and Connecticut educators and citizens will have the information they need to effectively direct and operate the public elementary and secondary schools of the state.

This information includes research findings; program evaluations; summaries of current practice; policy analysis; reports on departmental activities; reports on the condition of public schools, their progress and needs; and policy recommendations concerning the educational interests of the state.

The Bureau of Research, Planning and Evaluation is organized into five units: 1) Assessment and Testing, 2) Data Processing, 3) Management Information Systems, 4) Program Evaluation and 5) Research and Planning.

Assessment and Testing Unit

This Unit's primary responsibility is developing and disseminating information about the performance of public schools and the State Department with respect to established sets of statewide and local educational goals and objectives. It is the testing and measurement resource for the State Department of Education and supervises the development and implementation of statewide assessment activities. Another major responsibility is the development of systematic evaluation strategies and techniques for reporting on the progress of public education in meeting established pupil achievement objectives.

Data Processing Unit

This Unit is responsible for all activities related to the development and maintenance of the Department's computer processed data. These duties include the development and upkeep of computer systems required for the storage, processing and use of information. Unit staff work with Department personnel (users) to meet the ever increasing need for readily accessible information.

Management Information Systems Unit

This Unit is concerned primarily with the production and organization of information about the operational functioning of the schools. The projects of this Unit all relate to the efficient and centralized collection, management and reporting of data on public elementary and secondary schools. The MIS Unit provides relevant information in various formats to the appropriate educational audience both within the Department and throughout the larger educational community. In its role as an information clearinghouse, this Unit has the primary responsibility for coordinating all data collection activities within the Department, which includes the formal approval of all data gathering requests.

Program Evaluation Unit

This Unit is concerned with collecting, analyzing and interpreting information about how well the schools and the Department are fulfilling their mission, i.e., actual performance compared with educational goals and objectives. Projects of this Unit relate to evaluating educational programs and practices. In addition, it assesses and documents the impact of state and local programs and develops evaluation designs and strategies to aid local school districts in meeting their evaluation needs. The Unit assists in the evaluation of all Department activities.

Research and Planning Unit

This Unit is concerned with providing information for use in the development of policy and programs. The projects of the Research and Planning Unit relate to such activities as the analysis of trends, relationships, similarities and differences, and to development activities, e.g., the systematic use of research-based generalizations to create new policy and program alternatives.

This Unit also performs and/or manages specific ad hoc planning projects for the Department, either completing them, or more appropriately, carrying them to the point where they can be moved elsewhere for implementation. The research and analysis functions of this Unit contribute to the general planning activities of the Bureau, the Department, and local education agencies.

Financial Summary

Source	Personnel	Distribution Grants	Other Expenses	Total
Connecticut General Fund	$ 294,186	—	$ 333,863	$ 628,049
Federal Funds	282,772	$ 6,000	22,768	311,540
Other	—	—	—	--
Total	$ 576,958	$ 6,000	$ 356,631	$ 939,589

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Research, Planning and Evaluation

Assessment and Testing Unit

I. Need

The State Board of Education recognizes that evaluation is necessary to carry out the mandates of the State Constitution and the General Statutes.

Section 10-4 of the General Statutes requires the Board to "promote the improvement of education including. . . evaluation" and to "develop or cause to be developed evaluation and assessment programs designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report to the Joint Standing Committee on Education of the General Assembly."

Section 10-4, m-r, requires the Board to: 1) approve a plan of educational evaluation and remedial assistance for each local school district; 2) provide and administer a ninth grade proficiency examination; 3) administer a remedial assistance grant; and 4) assess the implementation of local Education Evaluation and Remedial Assistance (EERA) plans.

Title I of the Elementary and Secondary Education Act (1965) and Section 10-266, i and l, mandate evaluation information to assess the effectiveness of compensatory education programs in both public and nonpublic schools.

II. Goals

II. Expanding and strengthening the capacity of both local school districts and the state to plan and evaluate;

V. Increasing the responsiveness of schools to the diverse needs, styles and aspirations of students and communities;

a. "Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation;"

f. "Develop or cause to be developed an evaluation and assessment procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools and shall report on these procedures;"

1. Collect, analyze and interpret information concerning how well schools are fulfilling their mission.

III. Objectives

(Goal Ref.) A. Product Oriented

(II, a, f, 1) 1. To assess the educational programs of the public schools of Connecticut by implementing the Connecticut Assessment of Educational Progress (CAEP) program and the Education Evaluation and Remedial Assistance (EERA) Law.

(V, a, 1) 2. To develop a school district EERA Biennial Report form.

(II, a) 3. To develop a handbook on how to analyze and present school district test results.

(V, 1) 4. To report on the effectiveness of compensatory education programs in both public and nonpublic schools.

(II, f) 5. To prepare reports on the results of the EERA Ninth Grade Proficiency Test for:

a. Individual ninth grade students,
b. Ninth grade school buildings,
c. School districts with ninth grade school buildings,
d. The State of Connecticut.

6. To determine and report to the State Board of Education recommendations regarding the Statewide Levels of Expected Performance (SLOEP) on the Ninth Grade Proficiency Tests.

B. Process Oriented

(II, f) 7. To initiate the development of a ten-year assessment design for CAEP.

(II,1) 8. To encourage local school districts to participate in the local option of CAEP.

(II,V,1) 9. To analyze, evaluate and synthesize school district EERA testing and remedial assistance plans.

IV. Description of Program Activities

The Assessment and Testing Unit is a newly formed unit responsible for producing assessment data/information useful for policy making and management at the state and local levels. The Unit primarily emphasizes three program components:

1. Education Evaluation and Remedial Assistance (EERA) activities include: conducting in-service assessment workshops; developing and administering a ninth-grade proficiency examination; providing materials and technical assistance to school districts; evaluating school district testing and remedial assistance plans; and designing an EERA biennial report form and an onsite program audit (1½ staff members).

2. Connecticut Assessment of Educational Progress (CAEP) activities include: conducting in-service test administration and interpreting assessment data workshops; developing and administering objective-referenced tests (art, music, mathematics, science); disseminating test results (reading); and developing a ten-year CAEP assessment design (1½ staff members).

3. Title I evaluation activities include: conducting regional workshops on selected evaluation issues; coordinating the involvement of the Region I Technical Assistance Center (TAC) in the state; reporting on the effectiveness of compensatory education programs; and providing technical assistance to local school districts related to the evaluation of compensatory education programs (i.e., Title I, the State Aid for Disadvantaged Children (SADC), Neglected and Delinquent, and Migrant Programs).

V. Performance Indicators

(Obj. Ref.)	A. Product Oriented	1977-78	1978-79	1979-80
(1)	1. CAEP Program	achieved	achieved	achieved
(2)	2. EERA Program Biennial Report	—	—	initiated
(3)	3. Model Test Results Handbook	—	—	initiated
(4)	4. Title I report submitted to State Board	—	—	achieved
(5)	5. Appropriate EERA reports prepared: district, school building, individual students and state EERA reports	—	—	achieved
(6)	6. State Board of Education SLOEP report	—	—	achieved

			1977-78	1978-79	1979-80
	B.	Process Oriented			
(7)		7. CAEP ten-year plan	—	—	initiated
(8)		8. Number of local school districts in the local option of CAEP	24 (career ed.)	44 (reading)	35 (mathematics)
			29 (citizenship)		29 (science)
(9)		9. Evaluation and approval of school district testing and remedial assistance	—	—	169

VI. Summary Evaluation

The EERA Ninth Grade Proficiency Test was successfully developed and administered to approximately 50,000 students. Statewide, students achieved higher scores in language arts basic skills (reading and writing skills) than in mathematics basic skills. Results have been compiled for individual students, school buildings, school districts and the state as a whole. In addition, the Unit evaluated all school district testing and remedial assistance plans. Based on the Unit's recommendations, all plans were eventually approved by the State Board of Education in December 1979.

The Connecticut Assessment of Education Progress completed programs in all three phases of planning, testing and disseminating test results. The Unit disseminated information in reading and conducted workshops to discuss the implications for teaching and curriculum; sampled and tested 7,500 students in grades 4, 8 and 11 mathematics and science assessments; and set objectives and produced tests for the 1980-81 art and music assessments.

The Unit also completed the state report on the evaluation of effectiveness of compensatory education programs in public and nonpublic schools. The test data revealed that students generally improved their performance in basic skills across all grades. These data suggest that students who participated in compensatory programs clearly benefited from their involvement in these programs. During the school year, all but two Connecticut towns had a compensatory education program.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$ 25,612	—	$ 25,612
Federal Funds	51,096	—	51,096
Other Funds	—	—	—
Total	$ 76,708	—	$ 76,708

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Research, Planning and Evaluation

Data Processing Unit

I. Need

In order to provide the State Board of Education and its staff with relevant information in a timely fashion, an automated data processing capacity is essential.

Section 10-4 of the Connecticut General Statutes generally charges the Department to carry out planning and research activities, including the collection and processing of information.

II. Goals

II. Greatly expanding and strengthening the capacity of both local school districts and the state to do planning and evaluation.

a. Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation.

1. Provide for the efficient processing of information through the use of computer technology.

III. Objectives

(Goal Ref.)		
	A.	Product Oriented
(a, 1)	1.	To develop a system for reconciling teacher certification records with actual teaching assignments.
(a, 1)	2.	To develop or modify computer programs for the State Department of Education accounting system, average daily membership (ADM) count, and vocational education budget plan, federal statistical report (CVEIS) and master plan.
(II, 1)	3.	To modify procedures for the ENTREX computer equipment, in order to respond to specific departmental requirements (e.g., special education, S.E.M.I.S., school finance).
(II, a, 1)	4.	To develop the procedures and interface capabilities for remote processing through the Remote Job Entry system (RJE) to service various departmental users, such as Vocational Education, Vocational Rehabilitation, Special Education, Accounting Section and Grants Processing.
(II, 1)	5.	To prepare input for the Special Education computer system (S.E.M.I.S.).
(a, 1)	6.	To redesign a system for cataloging and monitoring school construction grants.
	B.	Process Oriented
(II, 1)	7.	To coordinate and assist in the development of computer systems for the Teacher's Report for Adult Classes and the Pupil Enrollment Projection Report.
(1)	8.	To coordinate and assist in the conversion of the West Hartford budget, payroll/personnel and inventory computer programs to Central Data Processing Services standards.
(II, a, 1)	9.	To maintain the State Department of Education operational computer program.
(II, a, 1)	10.	To provide systems analysis, programming resources and support for ongoing projects and ad hoc requests from departmental staff.
(1)	11.	To provide assistance for the development and processing of the Connecticut Department of Education Financial Information System (CDEFIS).
(1, II)	12.	To interface Department ENTREX data entry terminals with the State Central Data Center.

IV. Description of Program Activities

The Data Processing Unit is responsible for all activities relating to the development and maintenance of the Department's computer processed data. These activities include, but are not restricted to, the development and upkeep of computer systems required for storage, processing and use of automated information.

Unit personnel work with departmental staff (users) to meet their ever-increasing need for readily accessible information. This Unit also works closely with the Management Information Systems Unit of the Bureau of Research, Planning and Evaluation to enter its data on the computer.

Another increasingly important function of this Unit is to expand data processing capabilities by linking with agencies outside the Department, e.g., Regional Education Service Centers and local school districts.

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Teacher certification systems	–	–	initiated
(2)	2. Develop and modify computer programs for SDE accounting system	–	in progress	in progress
(3)	3. Modify procedures and computer programs for ENTREX equipment	–	completed	initiated
(4)	4. Develop remote job entry system	–	initiated	in progress
(6)	5. Special education computer system	–	in progress	in progress
(8)	6. School construction grants system	–	–	initiated
	B. Process Oriented (in percent of time expended for each activity)			
(5)	7. Teacher's report for adult classes	–	initiated	in progress
(7)	8. Convert West Hartford computer programs	–	–	initiated
(9)	9. Number of SDE operational computer programs modified	70%	25%	30%
(10)	10. Technical support to departmental staff	20%	20%	25%
(11)	11. Assist with the development of SDE financial information system	–	18%	15%
(12)	12. Department ENTREX data entry interface	–	–	10%

VI. Summary Evaluation

The major activities of the Data Processing Unit this year have focused on the development of new computer programs for data entry for the Financial Management Information System using the new ENTREX data entry system. In addition to providing routine technical assistance to users, the Unit developed a number of new computer programs in the following areas:

1. Vocational education L.E.A. entitlements,
2. Teacher certification,

3. Vocational rehabilitation RSA-300 forms,
4. State grants to towns,
5. Teacher evaluation,
6. Special education.

The projection for next year's activities encompasses the development of new computer programs in the areas of teacher certification, special education, accounting, vocational education, federal grants and vocational rehabilitation. Through the use of the ENTREX data entry system for the new applications, the Department's capacity to address the demand for relevant and timely information should be time and cost effective.

VII. Financial Summary

Source	Distribution		Total
	Personnel	Grants	
Connecticut General Fund	$ 33,343	–	$ 33,343
Federal Funds	119,001	–	119,001
Other Funds	–	–	–
Total	$152,344	–	$152,344

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Research, Planning and Evaluation

Management Information Systems Unit

I. Need

The Department of Education – for its own purposes and for the purposes of the State Board of Education – needs comprehensive, relevant, coordinated information that will contribute meaningfully to ongoing decision-making and be useful in developing new policies and regulations. Management at both the state and local levels, whether administrators or legislators, needs timely and relevant information in order to function effectively. The Management Information Systems (MIS) Unit serves this need by being a central collector and manager of vital information about education in the State of Connecticut.

II. Goals

II. Greatly expanding and strengthening the capacity of both local school districts and the state to plan and evaluate.

V. Increasing the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.

d. Keeping informed as to the condition, progress and needs of the schools of the state.

e. ". . .Submit to the Governor. . ., and to the General Assembly, a detailed statement of the activities of the Board and an account of the condition of the public schools and of the amount and quality of instruction therein and such other information as will assess the true condition, progress and needs of public education."

g. Recommend policies and programs designed to improve education and publish such reports and information concerning the educational interests of the state.

1. To collect basic statistical information from the local school districts.

2. To act as a clearinghouse for information relating to all sources and users – local, state and federal.

3. To publish and distribute information about education, either on a routine basis or by special request.

4. To control data acquisition activities of the Department and thereby to keep to a minimum the paperwork burden imposed on local school districts.

5. To develop up-to-date information processing systems that will assist in making information about education more timely and more useful for decision-making purposes.

III. Objectives

(Goal Ref.) A. Product Oriented

(II, d, e, g, 1) 1. To distribute, collect and process forms which supply information on: a) the racial characteristics of pupils and staff members in local schools, b) the activities of high school graduates, c) the enumeration of children, d) out-of-school youth, e) nonpublic school enrollments, f) the characteristics of certified instructional and administrative staff employed by local education agencies, and g) teacher supply and shortage.

(II, d, e, g, 3) 2. To assist in preparing the yearly "Town Profiles" and Department affirmative action analysis, to report Connecticut statistics to the National Center for Education Statistics, and to answer special requests for data which may originate either from within or outside the Department.

(V, d, e, 4) 3. To publish a yearly "Data Acquisition Plan" containing a complete listing of forms and a forms calendar, to coordinate forms design and forms management activities throughout the Department, to work with representatives of the CASA/CASBO Data Reports Committee which reviews the data acquisition activites of the Department, and to communicate with representatives of other states to coordinate and to reduce federal data acquisition activities.

(d, 2) 4. To publish the updated "Directory of Education."

B. Process Oriented

(II, d, e, g, 2) 5. To maintain files containing: a) directory information, pupil data, staff data and fiscal data from the local education agencies, b) information about the operation of the various divisions of the Department, and c) information from sources outside the state, including the publications of other states and of the federal government.

(V, d, e, g, 5) 6. To develop and implement computerized file management capabilities and provide centralized information systems capabilities.

IV. Description of Program Activities

MIS activities subdivide generally into the categories of data collection, forms management, information processing, information services, systems development, and coordination of local-state-federal data acquisition activities. The data collection activities provide the Department with basic pupil and staff data from the local public schools. Forms management activities attempt to control the use of forms for data collection. Information processing activities draw together data from diverse sources for use in research and decision making. A substantial effort is made to answer statistical questions of pertinence to education, i.e., information services, and to coordinate with other units to publish available information for general distribution. New systems are developed to help make information flow more efficiently from sources to users. And, finally, MIS personnel are actively organizing the overall system of information flow from local education agencies to the state and federal governments in a way that is as efficient as currently practicable.

V. Performance Indicators

(Obj. Ref.) A. Product Oriented	1977-78	1978-79	1979-80
(1) 1. Statistical data collection (racial survey, staff survey, graduate follow-up, enumeration, out-of-school youth, nonpublic school enrollments, certified staff data, and teacher demand and shortages data)	completed	completed	completed
(2) 2. Publication of "Digest of Education Statistics"	completed	completed	transferred
(2) 3. Department affirmative action analysis	—	—	completed
(3) 4. Forms management responsibilities, and publication of "Data Acquisition Plan"	completed	completed	completed
(3) 5. Represent Department at meetings of CASA/CASBO Data Reports Committee	continuing	continuing	continuing
(3) 6. Represent Department at meetings of CEIS and interstate committee concerned with reducing paperwork burden	continuing	continuing	continuing
(4) 7. Publication of "Directory of Education"	—	completed	postponed

	B. Process Oriented	1977-78	1978-79	1979-80
(5)	8. Information services, on request	continuing	continuing	continuing
(5)	9. Reports to federal agencies	completed	completed	completed
(5)	10. Assistance relating to racial imbalance, equity, policy matters	continuing	completed	completed
(6)	11. Computer systems to consolidate staff data collection with Teachers' Retirement Board	initiated	implemented	refined
(6)	12. Data base development	—	initiated	continuing
(6)	13. Selected computer processing systems for CCD-NCES reporting, and for "Report on Graduate Follow-up" and "Nonpublic School Enrollments"	—	completed	completed

VI. Summary Evaluation

The MIS Unit has accomplished its greatly increased responsibilities in collecting statistical data related to education in the schools of Connecticut largely by relying on more extensive use of computer processing. The MIS Unit has provided leadership in the development of new and more efficient methods of handling data, interpreting data and supplying reports and information about education in the state. These efforts have arisen in response to needs for closer interaction between the state and local education agencies, greater accountability, satisfying federal requirements and maintaining administrative capabilities that are consistent with other states.

The MIS Unit has served the Department and concerned educators by supplying better and more timely information for decision making. Continuing efforts are aimed at minimizing the paperwork burden faced by local education agencies. Technical assistance for survey design, statistical analysis, and computer use has been and will continue to be provided in order to help improve the efficiency of departmental operations.

VII. Financial Summary

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	—	—	—
Federal Funds	$117,702	—	$117,702
Other Funds	—	—	—
Total	$117,702	—	$117,702

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Research, Planning and Evaluation

Program Evaluation Unit

I. Need

The State Board of Education recognizes the necessity of a evaluation capacity in order to carry out the mandates of the State Constitution and the General Statutes.

Section 10-4 of the General Statutes requires the Board to "promote the improvement of education including. . .evaluation" and to "develop or cause to be developed an evaluation and assessment program designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report to the Joint Standing Committee on Education of the General Assembly."

Section 10-4c of the Connecticut General Statutes requires that: "On or before February 15, 1980, the state board of education shall submit to the general assembly a comprehensive procedure for monitoring state grants received by local and regional boards of education."

Section 10-151b states that on or before January first of each year, each town or regional school district shall submit, in writing, to the State Board of Education a report on the development and implementation of teacher evaluation programs consistent with guidelines established by the State Board of Education.

II. Goals

II. Greatly expanding and strengthening the capacity of both local school districts and the state to do evaluation.

a. "Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation."

e. ". . .submit to the Governor. . .and to the General Assembly, a detailed statement of the activities of the Board and an account of the condition of the public schools and of the amount and quality of instruction therein and such other information as will assess the true condition, progress and needs of public education."

f. "Develop or cause to be developed an evaluation and assessment procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools and shall report on these procedures."

1. To collect, analyze and interpret information concerning how well the schools and the department are fulfilling their mission.

III. Objectives

(Goal Ref.) A. Product Oriented

(II, a, 1) 1. To analyze school district plans and report on progress toward the implementation of the teacher evaluation law.

(II, 1) 2. To develop a handbook to provide guidance in the development of educational grant proposals.

(II, a, 1) 3. To develop a plan for monitoring all state and federal grant programs.

(II, f, 1) 4. To design and implement a procedure to evaluate the programs and operations of the Regional Education Service Centers (RESCs).

B. Process Oriented

(II, a, e, 1) 5. To promote sound practices of evaluation and reporting on State Department of Education programs and activities through the development of a Comprehensive Plan for Elementary and Secondary Education.

(II)	6. To provide technical assistance to local school districts and departmental staff regarding evaluation questions (e.g., Title IV, Title I, Special Education).
(II)	7. To analyze and monitor school district programs of teacher evaluation.
(II, a, f, 1)	8. To assist school districts in the development and application of local program evaluations.

IV. Description of Program Activities

Teacher evaluation activities include: the verification of compliance with the teacher evaluation law by local school districts; on-site field audits of teacher evaluation programs and practices in 20 school districts; follow-up procedures with 21 districts concerning full compliance with the law; and the development of a status report on teacher evaluation.

Program evaluation activities include: technical assistance to departmental staff and local school districts in the evaluation of ESEA, Title IV, Title I and SADC programs; assistance to the ESEA Title IV Advisory Council in fulfilling its evaluation requirements; support of departmental staff in the evaluation and reporting on state Department programs and activities; and participation in activities of the Committee on Evaluation and Information Systems of the Council of Chief State School Officers. Unit staff developed and implemented a plan for conducting biennial evaluations of the RESCs and assisted in the review of Regional Education Service Center "self-evaluations."

Responding to the planning mandate in Section 10-4c of the General Statutes, unit members developed a "Comprehensive Monitoring, Evaluation and Management System." This system has two primary objectives: 1) to strengthen current state and local efforts to develop and evaluate educational programs through a process of well-defined steps; and 2) to systematically analyze and channel state resources to local districts in order to strengthen evaluation and management capabilities.

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Teacher Evaluation status report	completed	completed	completed
(2)	2. Grant writing handbook prepared and distributed	—	in process	completed
(3)	3. Coordinated Monitoring, Evaluation and Management System Plan	—	—	completed
(4)	4. Evaluation of Regional Education Service Centers	—	—	completed
	B. Process Oriented			
(5)	5. State Board of Education Annual Report prepared and distributed	completed	completed	completed
(5)	6. Comprehensive Plan for Elementary and Secondary Education	—	—	completed
(6, 8)	7. Technical assistance for local program evaluation provided to LEAs:			
	Workshops conducted	—	20	15
	Onsite evaluations conducted	—	38	65
	Individual consultation provided	—	82	89

		1977-78	1978-79	1979-80
	Technical assistance provided SDE staff:			
	Consultation with departmental consultants	–	–	25
(7)	8. Number of towns monitored regarding teacher evaluation	13	20	20
(8)	9. Pilot activities: goals and objective development	–	–	3 sites

VI. Summary Evaluation

Program evaluation activities focused on three primary areas this year: 1) Unit staff continued to provide technical assistance to local districts and departmental staff concerning program evaluation issues (e.g., ESEA Title I and Title IV, special education, local district programs); 2) Unit staff designed and conducted mandated biennial evaluations of the Regional Education Service Centers (Section 10-66(a-j) Connecticut General Statutes); and 3) Unit staff designed a program to coordinate monitoring, evaluation and management functions at the local level.

To ensure a suitable program of educational experiences for Connecticut pupils, the State Department of Education, in cooperation with local school districts, developed a Coordinated Monitoring, Evaluation and Management (CMEM) System during the past year. This system is designed so that a local school district can proceed from goal setting through program monitoring and evaluation to resource planning and utilization over a six-year period. The plan submitted to the state Board in January describes both components of the CMEM System: the fiscal and compliance monitoring model and the program evaluation and resource management model.

In addition, onsite audits of local teacher evaluation law compliance were continued and a feasibility study to appraise the effectiveness of the teacher evaluation law was completed. There is still a need to clarify the relationship of this law to other concerns such as staff development, teacher certification and particularly the so-called continuing contract law (Section 10-151).

VII. Financial Summary

Source	Distribution		Total
	Personnel	Grants	
Connecticut General Fund	$27,437	–	$27,437
Federal Funds	62,720	$6,000	68,720
Total	$90,157	$6,000	$96,157

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of Research, Planning and Evaluation

Research and Planning Unit

I. Need

An analysis and research capacity is required at the state level to provide state and local education policy-makers with information about the impact and implications of present trends in education in Connecticut.

Section 10-4 of the Connecticut General Statutes generally charges the Department to carry out planning and research activities.

Federal legislation, P.L. 90-576, concerned with the evaluation of vocational education programs in general and their availability to minority and female students in particular, has created a requirement for specific research activities.

P.A. 79-128, An Act Concerning Equalization of Educational Financing and Equity in Educational Opportunity, has created the need for specific planning, research and evaluation activities.

II. Goals

I. Putting school finance on a sound and equitable basis.
II. Expanding the capacity of local school districts and the state to plan and evaluate.
a. "Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation."
d. "Keep informed as to the condition, progress and the needs of the schools of the state."
f. "Develop or cause to be developed an evaluation and assessment procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools."
i. Ensure "that each school district finance at a reasonable level an educational program designed to achieve a suitable program of educational experiences."

III. Objectives

(Goal Ref.)		
	A.	Product Oriented
(d)	1.	To analyze and synthesize the trends relating to the condition of elementary and secondary education in Connecticut.
(d)	2.	To develop a current profile of the characteristics of Connecticut's school districts and towns.
(d)	3.	To publish current research reports on the condition of elementary and secondary education in Connecticut.
(I)	4.	To calculate the educational equalization (GTB), special education and pupil transportation grants.
(i)	5.	To calculate the minimum expenditure requirement for each town and design a program to monitor compliance.
(a)	6.	To develop models of current and best practices of school staffing and resources.
	B.	Process Oriented
(I,i)	7.	To interpret and explain the impact and requirements of the legislation on school finance and education equity.
(II)	8.	To promote a statewide planning and research network by encouraging a partnership between the State Department of Education, the state colleges and universities and local school districts.

(f)	9.	To provide technical assistance in the development of the ninth grade proficiency test and other areas of research and planning.
(I,a,d)	10.	To prepare ad hoc educational research reports for the State Board of Education and state legislators.

IV. Description of Program Activities

The Research and Planning Unit is responsible for producing information and helping others produce information useful for policy-making and management. Unit emphasis is placed primarily in three areas:

(1) Production of reports that analyze and synthesize current and trend data relating to elementary and secondary education in Connecticut. This includes Town/School District Profiles, Trends and Perspectives, School Staff Report, Minority Report, Graduate Follow-up, Nonpublic School Report and Enrollment Projections Update.

(2) Providing information on the impact and requirements of school finance legislation. This includes grant calculations, calculation of the minimum expenditure requirement and a system for monitoring compliance.

(3) Providing departmental staff and local education agencies with technical assistance in the areas of research and planning and performing and/or managing ad hoc planning tasks for the Department.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented			
(1)	1.	Condition of Education, Vol. III – Trends and Perspectives	–	completed	completed
(2)	2.	Condition of Education, Vol. II – Town/School District Profiles	–	–	completed
(3)	3.	Minority Report	completed	completed	completed
(3)	4.	School Staff Report	completed	completed	completed
(3)	5.	Nonpublic School Report	–	–	in progress
(4)	6.	Educational equalization (GTB) grants for 1979-80	–	–	completed
(4)	7.	1980-81 estimated grants for education, equalization aid, special education and pupil transportation aid	–	–	completed
(5)	8.	The minimum expenditure requirement	–	–	completed
(6)	9.	Resource and staffing models	–	–	in progress
	B.	Process Oriented			
(7)	10.	Respond to requests for information	80	120	400
(8)	11.	Meetings to establish research network	2	5	1
(9)	12.	EERA team meetings and psychometric committee meetings	–	25	46
(10)	13.	Ad hoc research reports	55	48	39

VI. Summary Evaluation

The Unit continued to provide educators with current well-organized research and information about the condition of education in Connecticut. All tables and graphs were updated and several revised in *Condition of Education, Volume III, Trends and Perspectives.* The Town Profiles volume was conceived and published during the year. This represented the first time that comprehensive data were organized by school district for easy reference. Over 1,000 copies of these two volumes have been disseminated. The Unit also updated and improved research reports on minority students and staff, the professional staff and the nonpublic schools. Staff members responded to over 100 telephone calls and letters requesting additional information on these and other research topics.

The Unit also successfully implemented the school finance legislation (P.A. 79-128). Several circular letters were written covering the GTB grants for special education, pupil transportation and the minimum expenditure requirement. Several hundred telephone calls were handled explaining this grant to school officials and other interested citizens.

The technical expertise of the Unit was critical in the completion of several studies conducted by other members of the Department. These included projects in proficiency testing, CAEP, length of school year, safe school study, staffing and resource models.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$ 23,489	–	$ 23,489
Federal Funds	75,880	–	75,880
Other Funds	–	–	–
Total	$ 99,369	–	$ 99,369

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of School Services

INTRODUCTION

The major responsibilities of the Bureau of School Services concern programs related to legal procedures and interpretations, hearings, equal educational opportunities, regional school districts, teacher/board negotiations and teacher certification.

The Bureau includes three major units:

A. The Teacher Certification Unit is responsible for issuing certificates to eligible teachers and administrators and for assuring that local school districts act in compliance with state statutes and regulations related to certification.

B. The Equal Education Opportunity Unit assists local education agencies with the formulation and implementation of desegregation plans. In addition, the Unit must submit a state plan for all programs described nder Title IV of the Civil Rights Act and implement an approved and funded plan.

C. The Legal Services Unit is primarily responsible for activities that are directly related to or controlled by the General Statutes. There are five programs within the Unit:

1. The Teacher/Board Negotiations Program is responsible for the administration of procedural and management activities in accordance with Sections 10-153b to 10-153j of the Connecticut General Statutes.

2. The Legal Interpretations Program is responsible for developing and maintaining activities to provide reliable and uniform interpretations of laws and regulations.

3. The Hearings Program is responsible for two activities:
   a. The transportation hearings activity required to coordinate the activities mandated by Section 10-186 of the Connecticut General Statutes, and
   b. The 10-4b hearings activities which include conducting investigations and inquiries to assist the Commissioner in determining whether or not and why a town or regional board of education has failed to implement the educational interests of the state.

4. The Regionalization Program provides advisory services for the formation, dissolution and reapportionment of regional school districts pursuant to Section 10-39 through 10-63u of the Connecticut General Statutes.

5. The Office for Civil Rights Program coordinates liaison activities with the Regional Office for Civil Rights and maintains updated files and information on all actions being taken by the Office for Civil Rights in regard to allegations raised against local education agencies and/or the State Board of Education.

FINANCIAL SUMMARY

		Distribution		
Source	Personnel	Grants	Other Expenses	Total
Connecticut General Fund	$45,486	–	$20,773	$66,259
Federal Funds	–	–	–	–
Other Funds	–	–	–	–
Total	$45,486	–	$20,773	$66,259

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of School Services

Certification Unit

I. Need

According to Section 10-145 of the Connecticut General Statutes, a person must possess a certificate to be employed in Connecticut public schools. Section 10-145a of the statutes provides that the State Board of Education may grant and revoke certificates to teach or supervise in any public school. It is therefore necessary to assure that local educational agencies act in compliance with these sections and their pertinent regulations.

The Teacher Certification Unit provides guidance and assistance to local school districts to assure compliance with the statutes and the teacher certification regulations.

II. Goals

d. "Keep informed as to the condition, progress and needs of the schools of the state."

g. "Recommend policies and programs designed to improve education and publish such reports and information concerning the educational interests of the state."

j. "Ensure that the mandates of the General Statutes pertaining to education within its jurisdiction will be implemented."

III. Objectives

(Goal Ref.)	
(j)	1. To issue certificates to applicants who meet requirements and properly notify those who do not meet requirements within a designated turn-around time of thirty days.
(j)	2. To check annually to determine if teachers employed in public schools hold certificates in compliance with Section 10-145a of the Connecticut General Statutes.
(j)	3. To prepare reports for state Board on behalf of applicants who require extensions of provisional certificates under Section 146(b) of the general statutes.
(j)	4. To prepare reports for state Board on behalf of applicants requesting certification under the equivalency provisions of Section 10-145a-9 of the certification regulations.
(d)	5. To monitor college issuance of certificates to four-year graduates who successfully complete the teacher preparation program in June.
(g)	6. To prepare a handbook listing policies and procedures not covered by the certification regulations.

IV. Description of Program Activities

The Certification Unit disseminates information concerning certification, evaluates transcripts for issuance of certificates in accordance with certification regulations and issues certificates as appropriate. The Unit also assists local boards of education with certification problems and performs consultative services to agencies concerned with the certification of teachers.

Other functions include the preparation of material on appeals under General Statute 10-146b, and on appeals on equivalency; various technical assistance activities; and monitoring of compliance with certification requirements.

V. Performance Indicators

(Obj. Ref.) A. Product Oriented	1977-78	1978-79	1979-80
(1) 1. Turn-around time for certification process	1 month	1 month	1 month

		1977-78	1978-79	1979-80
(2)	2. Verification of teachers holding valid certificates	in process	completed in June	completed in June
(2)	3. Verification of teacher certification and assignment	sample of ten towns checked	all towns completed in June	completed in June
(5)	4. Colleges issuing initial teacher certificates	16	16	15
	B. Process Oriented			
(4)	5. Certificates issued:			
	Provisional	8,076	8,818	8,071
	Standard	3,385	3,854	2,465
	Temporary permits (issued and renewed)	26	28	31
(1)	6. Certification fees collected	$183,983	$189,983	$189,207
(6)	7. Revision of regulations to conform with statutes	published in Law Journal	needs to be printed and distributed	printed and distributed

VI. Summary Evaluation

The annual verification of the certification status of teachers in the public schools was conducted between October and June. The audit was conducted by the Certification Unit to make certain that all teachers in public schools hold:

1. A Connecticut teaching certificate,
2. A certificate that has not expired, and
3. A certificate that is properly endorsed to cover assigned teaching duties.

Since the verification of the certification status of teachers is done by data processing, the audit revealed that further refinements were necessary to improve the master file and processing procedures.

The Teacher Certification Regulations (Fourteenth Edition) have been printed and distributed to superintendents of schools and teacher training institutions in Connecticut.

For the first time, there has been a decrease in the number of certificates issued. This is because:

1. Graduates from teacher training institutions have decreased,
2. Provisional certificates issued for a ten-year period since 1975 do not require a five-year renewal as in prior years, and
3. The decrease in school enrollments has "locked in" older teachers who already hold standard certificates. Layoffs of teachers who hold provisional certificates have prevented them from fulfilling the requirements for a standard certificate.

VII. Financial Summary

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund	$96,256	–	$96,256
Federal Funds	–	–	–
Other Funds	–	–	–
Total	$96,256	–	$96,256

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of School Services

Equal Educational Opportunities Unit

I. Need

As of October 1, 1979, there were 96,467 minority pupils in the 165 public school districts and the 17 vocational-technical schools. This represents an increase of 170 minority pupils over the 1978 level. Minority students now represent 17.0 percent of the total student population, compared to the 1978 level of 16.4 percent.

Over the five-year period from 1974 to 1979 the state's minority enrollment grew at an average rate of 0.7 percent annually. Over this period the vocational-technical schools had the greatest minority growth rate followed by small town/rural schools and fringe city schools.

The Equal Educational Opportunities Unit coordinates the desegregation efforts of the State Department of Education and organizes the Department's planning and implementation efforts for all activities under Title IV Civil Rights Acts. These activities help local school districts receive the widest range of technical and financial support in their efforts to respond to the problems of desegregation.

II. Goals

II. "Greatly expanding and strengthening the capacity of both local school districts and the state to do desegregation planning."

III. "Providing a strengthened program of professional development for teachers, administrators, and others; inservice training that is keyed to solving the problems they identify as critical, and releasing the talent they possess."

V. "Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities."

III. Objectives

(Goal Ref.)

(II, V) 1. To develop a design for the organization and operation of an Equal Educational Opportunities Unit that will be responsible for:
   a) Assisting local school districts who are in the process of developing and/or implementing desegregation plans.
   b) Monitoring local schools' progress towards the implementation of their desegregation plans.
   c) Coordinating all activities required for the planning, development and submission of all grant applications under Title IV of the Civil Rights Act.

(III) 2. To provide technical assistance to the state Department and local school district personnel in the formulation and implementation of alternative educational programs.

(V) 3. To increase the minority pupil enrollment in the state vocational-technical and agricultural schools.

IV. Description of Program Activities

The Unit carries out the following activities:

1. Developing, submitting and implementing plans for federal grants under Title IV of the Civil Rights Act.
2. Providing outside consultative services to local education agencies in their preparation of desegregation-related activities.
3. Offering direct consultation service to local school districts.

4. Establishing guidelines for the development of desegregation plans for use by local school districts.
5. Encouraging teacher training institutions to provide preservice training programs in intergroup relations and desegregation.
6. Researching, developing and disseminating desegregation-related materials.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
(1, 2)	A.	Product Oriented 1. Conducted a pilot of the Comprehensive Educational Equity Survey to determine equal educational opportunities for minority pupils in the Danbury School District.	–	in process	completed
	B.	Process Oriented			
(2)		2. Provide technical assistance and fiscal resources	–	3	5
(1)		3. Disseminate desegregation related materials	165	165	165
(1)		4. Assist with formulation and implementation phases of desegregation related needs	5	8	10
(1)		5. Assist LEAs in assessing desegregation-related needs	5	8	10
(2)		6. Conduct workshops and related activities to help teachers use curriculum materials effectively and improve their proficiency in meeting the diverse needs and interests of students	–	1	2
(1)		7. Conduct statewide workshops to enhance intergroup relations	–	2	3

VI. Summary Evaluation

With passage of the racial imbalance regulations, there has been an increase in requests from local school districts for assistance. Five districts that were identified as having racially imbalanced schools (Stamford, Norwalk, New Britain, Meriden and Stratford) have received intensive technical assistance to develop plans to correct imbalance. Two districts, Meriden and Norwalk, have submitted plans which have been approved by the State Board of Education.

Other assistance to school districts included:

1. Reviewing and discussing enrollment and other educational equity data with individual school districts.
2. Inservice training for professional staff.
3. Meetings with community groups.
4. Researching and disseminating desegregation and educational equity related materials.
5. Providing fiscal resources in the area of data processing.
6. Identifying other federal grant resources which could help LEAs implement plans to correct racial imbalance.

VII. Financial Summary

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund	$29,550	–	$29,550
Federal Funds	34,758	$15,000	49,758
Other Funds	–	–	–
Total	$64,308	$15,000	$79,308

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of School Services

Legal Services Unit

Office for Civil Rights Liaison Program

I. Need

Due to recent federal legislation (i.e., Section 504 of the Rehabilitation Act of 1973 – P.L. 94-142), the department is increasingly involved with the United States Department of Education's Office for Civil Rights. As a result, a substantial amount of staff time is spent seeking information, providing information and generally corresponding with the Office for Civil Rights.

To coordinate this effort the Department established the Office for Civil Rights Liaison Program. The program is designed so that a single person handles all contacts with the Office for Civil Rights, thus minimizing burdens upon staff time and allowing the Department to respond to the Office for Civil Rights in a coordinated and uniform manner.

II. Goals

II. "Greatly expanding and strengthening the capacity of both local school districts and the state to do planning and evaluation."

V. "Increasing the responsiveness of schools to the diverse needs, styles and aspirations of students and communities."

III. Objectives

(Goal Ref.)	
(II)	1. To develop a system within the Department that will serve to coordinate activities necessary to respond to the Office for Civil Rights.
(II)	2. To review and update all current Office for Civil Rights complaints filed against the Department.
(II)	3. To review and update all current Office for Civil Rights complaints filed against local education agencies.
(II)	4. To develop and maintain a complete file on all Office for Civil Rights correspondence.
(II)	5. To develop a system for the receipt, acknowledgement and follow-up for Office for Civil Rights complaints against the Department.

IV. Description of Program Activities

The program serves as a focal point for all activities between the Office for Civil Rights and the Department. Response recommendations are reviewed with the Commissioner. Any issues raised by the Office for Civil Rights are investigated and recommendations made to the Commissioner concerning legal ramifications.

V. Performance Indicators

(Obj. Ref.)			1979-80
	A.	Product Oriented	
(1)		1. Guidelines completed for coordinating activities	in process
(2,3,4)		2. File on Office for Civil Rights correspondence developed	completed
	B.	Process Oriented	
(5)		3. Correspondence and requests for information from the Office for Civil Rights responded to	All reports responded to in a timely fashion

VI. Summary Evaluation

The program has succeeded in establishing complete files on all complaints and issues that the Department of Education is currently involved in with the Office for Civil Rights. Policies related to federally raised issues have been drafted, and a network of communication with other New England states has been established.

VII. Financial Report

Source	Distribution		Total
	Personnel	Grants	
Connecticut General Fund	$ 12,105	–	$ 12,105
Federal Funds	–	–	–
Other Funds	–	–	–
Total	$ 12,105	–	$ 12,105

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of School Services

Legal Services Unit

Legal Interpretations Program

I. Need

The proliferation of court decisions and new legislation concerning education requires continuous interpretation designed to assist departmental staff in carrying out their statutory responsibilities. The United States Supreme Court decisions of Goss v. Lopez (1975), Baker v. Owen (1976), Ingram v. Wright (1977) and others have expanded the rights of citizens in areas of substantive and procedural due processes. The Connecticut Supreme Court decision of Horton v. Meskill (1977) established for the first time that education is a fundamental right pursuant to the state Constitution. The passage of Public Act 79-128, an Act Concerning Equalization of Educational Financing and Equity in Educational Opportunity, and the development of the State Board of Education's Comprehensive Plan for Elementary and Secondary Education have expanded the need for this Unit to provide the local education agencies and the State Department of Education with technical assistance.

II. Goals

II. "Greatly expanding and strengthening the capacity of both local school districts and the state to do planning and evaluation."

j. "That the mandates of the General Statutes pertaining to education within the jurisdiction of the State Board will be implemented."

III. Objectives

(Goal Ref.)	
(II)	1. To respond to LEA inquiries regarding various problems relating to laws in regard to education.
(II)	2. To respond to departmental personnel in regard to legal problems or procedures.
(j)	3. To develop a legislative package for state education laws based upon problem areas identified by the Bureau of School Services. The package should be submitted at such time and in such form, as established by departmental policy.
(II)	4. To respond to requests from bureau chiefs, associate commissioners, the Commissioner's Office and the staff of the Legal Unit.
	5. To organize and maintain a file on all written interpretations of the law including Attorney General opinions and circular letters so they may be consistently applied to questions raised by local school districts, the State Board of Education, the Commissioner, state agencies, students and the public.

IV. Description of Program Activities

The Legal Interpretations Program carries out its purposes and functions through a series of major activities that include the following:

1. Developing a uniform interpretation of education related federal and state court decisions and legislation on a daily basis to use when assisting the Department and local boards of education in meeting their legal responsibilities and duties.
2. Maintaining a liaison with the Attorney General's Office in regard to such legal interpretation.
3. Coordinating informal and formal requests for legal opinions from the Attorney General.
4. Advising and assisting in the preparation for hearings and court cases involving the State Department of Education.

5. Assuring sound and accurate legal responses to questions asked of the Department.
6. Participating in the technical development and review of proposed new or revised regulations.
7. Working with the legislative liaison to coordinate the legislative package submitted by the Department.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented			
(1)		1. Regulations (developed and/or reviewed)	4	4	5
(4)		2. Circular letters (developed and/or reviewed)	4	6	8
(3)		3. Prepared requests for Attorney General's opinion	6	2	1
	B.	Process Oriented			
(2)		4. Communications with the Assistant Attorney General	weekly	weekly	weekly
(5)		5. Legislation proposed and reviewed	40	45	35
(4)		6. Response to inquiries by letter or memo	125	130	300
(4)		7. Activities (oral and/or written) which interrupted normal course of tasks	140	150	–
(4)		8. Response to telephone inquiries	1,060	1,170	1,800

VI. Summary Evaluation

The program has successfully provided legal counsel to members of the State Department of Education staff. Whereas in the past professional legal assistance was rarely available, now every staff member has the benefit of legal advice and assistance before participating in a legal proceeding. The staff has aided (advised) local education agencies in regard to interpretation of statutes and development of consistent policies regarding uniform application of all education laws.

The Legal Interpretations Program has attempted to meet the increasing demand for its regularly assigned services. However, because of that demand, plus the volume of additional assignments delegated to the consultant, local school districts and departmental personnel have sometimes had to wait unreasonably long periods before receiving assistance.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$ 14,408	–	$ 14,408
Federal Funds	–	–	–
Other Funds	–	–	–
Total	$ 14,408	–	$ 14,408

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of School Services

Legal Services Unit

Regionalization Program

I. Need

The State Board of Education is required by Section 10-40 of the Connecticut General Statutes to provide consultation services to two or more towns or regional school districts who wish to form a temporary regional school study committee and to all reapportionment study committees. This activity supports cooperative operation of educational programs and utilization of resources that could not be available on a town-by-town basis.

II. Goals

V. "Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities."

h. ". . .The educational interests of the state shall include, but not be limited to, the concern. . .that each student shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experience."

III. Objectives

(Goal Ref.)

(V,h) 1. To provide advice, technical assistance and information to local school districts and to temporary regional school study committees.

(V,h) 2. To implement the reapportionment of regional school districts (Public Act 75-644).

(V,h) 3. To assist regional school districts requesting dissolution proceedings.

(V,h) 4. To provide advice, technical assistance and information to Regional Education Centers.

IV. Description of Program Activities

Regional School Study Committees study the feasibility of regionalization and submit their report to the State Board of Education and town clerks for action. The program consultant acts as technical advisor to such committees. The consultant also serves as a member of all dissolution study committees established in accordance with the law.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented: None			
	B.	Process Oriented			
(2)	1.	Regional school districts conforming to reapportionment standards	14	16	16
(2)	2.	Number of regional school districts for which compliance to reapportionment standards is pending	2	–	0
(2)	3.	New reapportionment study committees formed	0	0	0
(3)	4.	Dissolution of study committees formed	1	1	1

VI. Summary Evaluation

The program consultant has monitored regional school district data involving towns and regional school districts and provided maintenance technical assistance and growth of the programs offered through the regional school districts.

All regional school districts involved with reapportionment activities are in compliance with federal apportionment standards. Only one regional school district has made an attempt to dissolve. Most of the regional school districts have shown a desire to resolve organizational, political, educational, financial and administrative problems as they arise.

VII. Financial Report

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund	$ 10,670	–	$ 10,670
Federal Funds	–	–	–
Other Funds	–	–	–
Total	$ 10,670	–	$ 10,670

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of School Services

Legal Services Unit

Section 10-4b Hearings Program

I. Need

Connecticut General Statutes, Section 10-4b, as amended by Public Act 79-128s.14, prescribes that the State Board of Education is charged with the duty to uphold the educational interests of the state as defined in Section 10-4a. The State Board of Education shall conduct the necessary proceedings to implement its prescribed duty. Any inquiry held in accordance with Section 10-4b may address statutory compliance with the laws relating to administration, personnel, finances, students, curriculum, etc.

Section 10-4b permits the State Board of Education to perform its statutory duty and allows the State Department of Education to maintain contact with LEAs to develop a better understanding of some of the critical factors influencing the ability of LEAs to assure that each child receive a suitable program of educational experiences. This program serves as a source of information for the State Board of Education in its legislative efforts.

II. Goals

V. "Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities."

h. ". . .The educational interests of the state shall include, but not be limited to, the concern. . .that each student shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences."

j. "That the mandates of the General Statutes pertaining to education within the jurisdiction of the state board will be implemented."

III. Objectives

(Goal Ref.)		
(V,h,j)	1.	To conduct investigations and inquiries in order to determine whether or not a board of education of a school district has failed to implement the educational interests of the state.
(h,j)	2.	To identify the failure or inability to implement the educational interests of the state and determine the cause of that failure or inability.
(V,j)	3.	To make appropriate recommendations or orders as to the remedies to be pursued by the responsible local or state agencies.
(h)	4.	To redraft the State Board Policy Manual concerning hearings pursuant to Section 10-4b.

IV. Description of Program Activities

On receipt of a written complaint or appeal relating to the failure of a board of education to carry out the mandates of state statutes, an investigation is conducted. As a result of this preliminary investigation, an inquiry may be initiated. A hearing is conducted if a finding of fault is made. Recommendations or orders are then made within the scope of pertinent statutes. The range of allegations presented requires information from personnel throughout the Department. The number and kind of on-site visits varies dependent upon the allegations, the parties involved and the amount of information needed.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented: None			
	B.	Process Oriented			
(1)	1.	Requests for investigations received	8	10	0
(1)	2.	Requests for investigations not pursued due to failure to support allegations	0	3	0
(1)	3.	Preliminary investigations completed	3	2	0
(1)	4.	Preliminary investigations in process	5	5	0
(2)	5.	Local boards of education found to have failed to implement the educational interests of the state	0	0	0
(3)	6.	Inquiries conducted	0	0	1

VI. Summary Evaluation

Based upon the amendment of Public Act 79-128, internal procedures must be developed so the Commissioner of Education can implement the statutory scheme and the regulations thereunder. The procedures should include: (1) the use of departmental personnel; and (2) the processing of documents concerning Section 10-4b inquiries and coordination between departmental divisions.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$ 10,670	–	$ 10,670
Federal Funds	–	–	–
Other Funds	–	–	–
Total	$ 10,670	–	$ 10,670

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of School Services

Legal Services Unit

Teacher/Board Negotiations Program

I. Need

The Teacher/Board Negotiations Program administers collective bargaining activities as mandated by Sections 10-153b to 10-153j, inclusive, of the Connecticut General Statutes, as amended.

In addition, the program must oversee and enforce provisions of law concerning the selection of teachers' representatives mandated by Section 10-153b and Section 10-153c of the statutes.

It is also responsible for identifying and recording budget submission dates, statutory agents for service of process, fiscal authorities and conflicts in local charters and the state law.

The Teacher/Board Negotiations Program provides an inservice education program for the parties involved in teacher/board collective bargaining and maintains contract files on all teacher/board agreements. It also provides contract analysis of all teacher/board agreements in order to provide information to both parties and the State Board of Education concerning provisions of those contracts. It reviews contracts for illegal provisions in contravention of state or federal law and gathers and analyzes unfair labor practice decisions of general education law and teacher/board negotiations.

II. Goals

III. "Providing a strengthened program of professional development for teachers, administrators and others; inservice training that is keyed to solving the problems they identify as critical and releasing the talent they possess."

d. "Keep informed as to the condition, progress and needs of the schools of the state."

j. "That the mandates of the General Statutes pertaining to education within jurisdiction of the state Board will be implemented."

III. Objectives

(Goal Ref.)		
(d,j)	1.	To account for activities and responsibilities as prescribed under Section 10-153a to Section 10-153j inclusive of the Connecticut General Statutes as to institution of mediation, arbitration and intervention.
(d)	2.	To complete a system of contract analysis and publish analysis information. This includes gathering and maintenance of current contract files.

IV. Description of Program Activities

The Teacher/Board Negotiations Unit administers mandated activities of teacher collective bargaining for the Commissioner of the State Department of Education in order to facilitate contract settlements and promote understanding concerning the nature of collective bargaining.

The Unit has daily contact with teacher preparation organizations, boards of education, advocates representing the parties, superintendents of schools and interested citizens concerning the scheduling and general understanding of the problems inherent in the statutory process.

When the Commissioner of the State Department of Education chooses to exercise his powers of intervention in times of crisis in teacher/board relations due to failure of the parties to agree to a settlement, the Unit provides direct intervention and crisis mediation services.

The Unit further acts for the Commissioner, as required by law, in election proceedings and certifies designation, board election petitions and the outcome of the election.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
(1)	A.	1. Administrative guidelines	in process	in process	completed
(2)		2. Contract analysis	completed	in process	in process
	B.	Process Oriented			
(1)		3. Number of contract disputes ordered to mediation pursuant to Section 10-153(b)	53	73	31
(1)		4. Number of contracts that expired or were not settled and carried over into this year	—	136	148
(1)		5. Number of mediation sessions	95	101	—
(1)		6. Number of contract disputes ordered to arbitration prusuant to Section 10-153f as amended	25	—	43
(1)		7. Number of contracts that were settled and duly approved during the year	—	90	148
(1)		8. Number of strikes by teacher organizations	—	2	1
(1)		9. Number of intervention sessions (this amount reflects multiple sessions for single contract disputes)	40	140	40
(1)		10. Number of election petitions received and certified by the Commissioner	9	5	6
(1)		11. Number of designation petitions filed with a local or regional board and certified by the Commissioner	4	6	11

VI. Summary Evaluation

During the past year, the Teacher/Board Negotiations Program was involved in one teacher strike in the state, which required many hours of monitoring and assistance to the parties involved. The General Assembly passed Public Act 79-405 during its 1979 session (effective July 1, 1979) which requires binding arbitration as the last phase of the negotiation process. However, because the act did not apply to the above-noted negotiations, a strike resulted.

During the first year the binding arbitration law was in effect, 112 districts negotiated contracts in accordance with the act. Of those, 43 school districts used the binding arbitration process.

There is no way to project, at the time of this writing, the probable number of school districts which will enter binding arbitration during the 1980-81 school year. The Unit has developed, and will distribute to all parties, procedural guidelines to facilitate the negotiation, mediation, arbitration process.

There is still a problem in regard to the timetable in the mediation/arbitration process which was not changed in the new act. The mediation and arbitration time periods are too short to provide adequate treatment of the issues in a contract dispute.

Further, the statutory timetables in regard to the election of "teacher" representative organizations need to be revised to permit adequate time for the Commissioner to certify that there are sufficient signatures to begin the election process.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$31,731	—	$31,731
Federal Funds	—	—	—
Other Funds	—	—	—
Total	$31,731		$31,731

DIVISION OF ADMINISTRATIVE SERVICES

Bureau of School Services

Legal Services Unit

Transportation Hearings Program

I. Need

The State Board of Education is required by Connecticut General Statutes, Section 10-186, to conduct hearings upon appeal by an aggrieved parent in matters of school accommodations. This statute also assures compliance with Connecticut General Statutes, Section 4-177 through 4-180 inclusive, of the Uniform Administrative Procedures Act.

II. Goals

V. "Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities."

j. ". . .that mandates of the General Statutes pertaining to education within the jurisdiction of the state board will be implemented."

III. Objectives

(Goal Ref.)

(j) 1. To assure that all procedures related to Section 10-186 are carried out.

(V) 2. To conduct biannual workshops concerning hearings held pursuant to Section 10-186 for employees of town and regional boards of education.

(j) 3. To coordinate the Impartial Hearing Board which shall hold hearings as required under Section 10-186.

IV. Description of Program Activities

Parents may begin hearings by questioning the provision of school accommodations. Upon receipt of a written appeal, hearings are conducted.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented: None			
	B.	Process Oriented			
(1)	1.	Non-compliance school accommodations appeals	21	17	26
(2)	2.	LEA decisions sustained by the State Board of Education	5	10	16
(3)	3.	LEA decisions overruled by the State Board of Education	11	1	6
(1)	4.	Petitions withdrawn at or after appeal to the State Board of Education	12	5	3
(1)	5.	Cases pending	3	1	1

VI. Summary Evaluation

The Department was able to respond to all requests for hearings within the procedures established by law. The Unit will make minor adjustments when processing appeals to the Impartial Hearing Board in order to provide a more efficient and expeditious appeal process. Local and regional boards of education continue to request technical assistance related to their responsibilities under Section 10-186. The Unit held training sessions on the application of the Uniform Administrative Procedure Act to transportation hearings. While workshops concerning the Uniform Administrative Procedure Act were conducted for local and regional boards of education, local education agency personnel requested that they be conducted more frequently.

VII. Financial Report

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund	$10,670	–	$10,670
Federal Funds	–	–	–
Other Funds	–	–	–
Total	$10,670	–	$10,670

DIVISION OF INSTRUCTIONAL SERVICES: Division Summary

Bureau of Community and Adult Education
- Adult Education Unit
- Community Education Unit

Bureau of Elementary and Secondary Education
- Curriculum Planning and Program Development Unit
- Professional Development and and Program Approval Unit
- Urban and Compensatory Education Services Unit

Bureau of Pupil Personnel and Special Education Services
- Due Process Unit
- Federal Program Unit
- Program Development Unit
- Review and Compliance Unit

DIVISION OF INSTRUCTIONAL SERVICES

Division Summary

Introduction

The mission of the Division of Instructional Services is primarily embodied in efforts to implement the State Board of Education Goals of Education and the mandates under the provisions of federal and Connecticut statutes.

Major responsibilities of the Division of Instructional Services involve program administration, program development and program evaluation as they relate to elementary, secondary and adult/continuing education programs offered in Connecticut public schools, special school districts, and appropriate private preparatory and post-secondary proprietary schools.

Program administration includes processing of grants, program approval for statutory or grant purposes, and program monitoring and evaluation. Program evaluation is receiving a greater priority as a result of federal and state grant programs that require a more comprehensive evaluation.

Program and professional development has been a major focus of Division activities. This is carried out through inservice training, publication development and dissemination, cooperation and assistance to professional associations and direct consultation.

Program Highlights

1. Curriculum Planning

The curriculum guide development process was initiated. The general procedures and format have been developed. Eleven curriculum guides will be completed during the next year.

For the first time, the state validation program for exemplary Title I and Title IV projects is in operation. Additional grant programs will be included in the validation activity next year.

2. Professional Development

A state plan for staff development was completed this year. Plans are to implement and coordinate its activities starting in 1980-81.

Participation on school evaluation teams for accreditation by NEASC continues. The state school approval process is completed. In the future, it will be coordinated with the five-year school monitoring process being developed as part of the Comprehensive Plan for Elementary and Secondary Education.

3. Urban and Compensatory

The state bilingual program is well established. Two resource centers serve bilingual programs funded with Title VII and CRA National Origin and Migrant funds. During this year the Indo-Chinese Grant Program was refunded. With the resettling of the "boat people" and the influx of people from Cuba, there will be increased emphasis and need in the bilingual area.

4. Special Education Compliance and Monitoring

A major accomplishment was to conduct special education compliance reviews in one-third of the state's special education programs. The first statewide three-year cycle of reviews will be completed by June 1981.

Compliance review procedures were revised to accommodate new state regulations. The program review system was revised to embrace the planning-implementation-evaluation process. The special education private school review and approval process was also revised.

5. Special Education Due Process
A formal complaint system was instituted this year. This system provides yet another means of resolving disagreements which may arise between parents and school districts. The system handled 108 complaints in 1979-80. In response to a complaint, the complaint officer gathers information and explains due process rights to parents. If the subject matter of the complaint is one which can only be dealt with through mediation or a hearing (e.g., a dispute regarding the appropriateness of a child's individualized education program), the matter is so referred and no complaint resolution is attempted. Of the 108 complaints handled by complaint resolution procedures, one later went to mediation and one to a hearing.

6. Adult Education
The Adult Basic Education Program initiated two significant projects during 1979-80. One dealt with a legislation review to develop recommendations for the reform and improvement of Connecticut's adult education statutes; the other dealt with the development of a task force to study urban adult education needs.

7. Private Occupational Schools
During 1979-80, procedures for the approval of private occupational schools were substantially revised in light of the changes required by Public Act 78-380. Approximately 75 schools offering instruction in a variety of occupational fields were approved for operation. In addition, a default assurance fund was established to protect the interests of students affected by the closing of insolvent schools.

8. Early Childhood
The Early Childhood Program conducted visits to over 200 of the 894 licensed child care centers. The annual Early Childhood Conferences attracted over 2,000 interested educators, child care workers and parents to nine sites around the state.

9. Community Education
A policy statement on community education was developed and approved by the state Board of Education. The Bureau of Community and Adult Education began the development of a State Plan for Community Education.

10. Career Education
The Career Education Unit successfully implemented the State Career Education Incentive Grant Act which gives direct technical assistance to LEAs and uses the Regional Education Service Centers for this purpose as well. A total of $472,000 was granted to 165 LEAs through this act (P.A. 78-220). In addition, special assistance was provided to eight Community Education Work Councils under a grant from the National Manpower Institute and the State Office of Policy and Management.

Summary Statistics	1977-78	1978-79	1979-80
1. Personnel*	101	105	115
2. Number of special education programs reviewed	30	76	86
3. Number of LEAs providing adult basic education	27	30	32
4. Number of migrant children served by LEAs	2,000	3,141	3,300
5. Number of LEAs which received technical assistance in curriculum development	90	100	95

*Filled and vacant positions as of 6/30/80.

	1977-78	1978-79	1979-80
6. Number of private non-degree granting schools monitored under Section 10-8 CGS	66	68	75
7. Number of teacher preparation programs approved by the State Board of Education	116	90	45

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Community and Adult Education

INTRODUCTION

The Bureau of Community and Adult Education provides a variety of educational services to Connecticut citizens, from preschool age through adulthood, by assisting the public schools in the improvement of adult, career and community education programs and by monitoring day care centers, private occupational schools and institutions of higher education for compliance with a number of state and federal statutes.

The Adult Education Unit renders service to out-of-school youth and adults sixteen years of age and older. Services are provided in the areas of adult basic education, elementary and secondary education, special education, veterans education, and the licensing of private schools for trade instruction.

The Community Education Unit promotes citizen involvement in school and civic affairs by assisting local school districts in the development of community education programs. The Unit also provides leadership in the improvement of relations between schools and the world of work, monitors programs of early childhood education in over 800 day care facilities, and oversees courses in driver education.

Safe Schools Project: in addition to its regular responsibilities, the Bureau has given special attention this year to the reduction of violence and disruption in the schools, by conducting a study of school violence in Connecticut and by providing technical assistance to local school districts.

FINANCIAL SUMMARY

Source	Personnel	Distribution Grants	Other Expenses	Total
Connecticut General Fund	$347,187	$1,497,730	$ 46,387	$1,891,304
Federal Funds	103,724	1,650,653	27,281	1,781,658
Other Funds	20,487	78,013	56,100	154,600
Total	$471,398	$3,226,396	$129,768	$3,827,562

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Community and Adult Education

Adult Education Unit

I. Need

The Adult Education Unit attempts to meet the educational needs of out-of-school adults and youth. The mission of the Unit covers a broad range of clients and institutions, including the following: adults who have not completed eighth grade (300,000 citizens), adults who have not completed twelfth grade (800,000 citizens), program approval for private occupational schools, and approval of programs in which 9,000 veterans and their eligible dependents are enrolled.

II. Goals

1. To provide instructional programs of basic education and life-coping skills to all adults 16 years of age and over who have not received a high school diploma or its equivalent.

IV. To strengthen and broaden the education system's approach to career preparation of students.

a. To provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation.

III. Objectives

(Goal Ref.) A. Product Oriented

(1) 1. To increase the number of Connecticut adults having the equivalent of a secondary school education over the prior years.

B. Process Oriented

(a) 2. To assure annual state compliance with PL 93-380 and Section 10-73b CGS (adult basic education).

(IV) 3. To monitor the educational practices of Connecticut's private occupational schools which are licensed under the provisions of PA 79-380 and the regulations of the State Board of Education.

(a) 4. To assist the Veterans Administration in providing educational programs to qualified applicants, e.g., inspection, approval and supervision of institutions that offer courses for the education and training of servicemen, veterans and their eligible dependents.

IV. Description of Program Activities

The adult basic education program assists adults 16 years of age or older, whose skills are below the average twelfth grade level, to improve their reading, writing and computational abilities. This program addresses itself to both the English-speaking and non-English-speaking segments of Connecticut's adult population. The program is administered by a consultant and an associate consultant who monitor and provide technical assistance to instructional and teacher training programs. In addition, the Adult Education Unit administers the state's General Equivalency Diploma (GED) Program.

The licensing of private occupational schools requires a considerable amount of program monitoring and evaluation. Major activities of this program are: legislative review and changes, regulation review and implementation, student complaint investigation, reporting systems development, information dissemination, and oversight activities required by Sections 10-14i through 10-14l of Connecticut General Statutes which involve the establishment of a Private Occupational School Default Assurance Fund. The program is administered by two educational consultants.

The veterans education program is involved in the following activities:

1. Evaluation of applications from participating educational institutions for the approval of new or revised programs.
2. Yearly onsite visitations to each approved active institution and all off-campus facilities to assure both the continuation of quality education and compliance with regulations of the Veterans Administration.
3. Establishing liaison with the Veterans Administration which includes the transmission of approvals, written reports of visitations, investigations, etc., as well as cooperative planning and action to assist schools in meeting the provisions of the law.
4. Maintain a high level of assistance to the various publics through follow-up telephone contact and correspondence.
5. Participate in seminars with groups such as the Connecticut Association of Aviation Fixed Base Operators, Board for Higher Education, National Association of State Approving Agencies, etc.
6. Periodically revise veterans education school and course directories and information sheets and issue them to all interested individuals and organizations.

The veterans education program is administered by one consultant and three associate consultants.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented			
(1)		1. Increase, over prior years, the number of state high school diplomas being awarded	--	increased	increased
	B.	Process Oriented			
(2)		2. Number of towns participating in adult basic education	27	30	32
(3)		3. Number of private non-degree-granting schools monitored under Section 10-8 C.G.S.	66	68	75
(4)		4. Number of institutions approved and supervised to offer courses for education and training for which veterans receive a stipend	181	154	155
(4)		5. Number of institutional visits to comply with Veterans Administration contract	82	154	155

VI. Summary Evaluation

In addition to the continued awarding and monitoring of state and federal adult education grants, the adult basic education program initiated two significant projects during 1979-80. One dealt with a legislation review to develop recommendations for the reform and improvement of Connecticut's adult education statutes; the other dealt with the development of a task force to study urban adult education needs.

The veterans education section has made satisfactory progress toward meeting the conditions of its contract with the Veterans Administration even though the section was understaffed from October through March.

During 1979-80, procedures for the approval of private occupational schools were substantially revised in light of the changes required by Public Act 78-380. Seventy-five schools offering instruction in a variety of occupational fields were approved for operation. In addition, a default assurance fund was established to protect the interests of students affected by school closings caused by insolvency.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$ 261,575	$ 1,023,496	$ 1,285,071
Federal Funds	80,487	1,302,279	1,382,766
Total	$ 342,062	$ 2,325,775	$ 2,667,837

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Community and Adult Education

Community Education Unit

I. Need

The Community Education Unit responds to the need for effective early childhood education programs, career education programs for young people and adults, and increased community development involvement on the part of all citizens.

The need for community education is cited in Sec. 10-15, 10-19, 10-23, 10-52, P.A. 75.422, P.A. 78-220, Sec. 10-4 CGS, Sec. 19-43b-1 CGS, Sec. 19-43g CGS, Sec. 10-24 CGS, Sec. 10-69, 10-71, and 10-73a CGS.

II. Goals

V. Increase the responsiveness of local education agencies to the diverse and ever-changing needs, styles, and aspirations of individuals and communities.

E. Each person acquires habits and attitudes which have proven value for health and family life.

III. Provide a strengthened program of professional development for teachers, administrators, and others in the area of day care inservice training that is keyed to solving the problems they identify as critical and releasing the talent they possess.

1. Each student will choose, plan, and prepare for a career that is consistent with his or her identified aptitudes, interests and values.
2. Annually approve driver education programs in the secondary schools of this state, to establish consistency with state statutes and regulations and help assure quality of instruction.

III. Objectives

(Goal Ref.)		
(V)	1.	To establish community education programs by providing leadership and technical assistance to local school districts.
(E)	2.	To increase the number of health and safety education activities in adult education and community education programs.
(1)	3.	To provide leadership and technical assistance to local school districts with regard to career development and education for employment.
(III)	4.	To provide information and referral service relevant to program materials, staff training, sources of funding, and interface supportive services to preschool programs including licensed day care programs.
(2)	5.	To improve existing and establish new driver education programs in the secondary schools of this state.

IV. Description of Program Activities

Two major activities of the Community Education Unit are the development of a State Board of Education policy statement on community education and a State Plan for Community Education. Other activities include coordinating with other agencies and organizations which have comparable goals and possess resources which can be utilized in local community education efforts.

Using personnel and materials available in six regional Career Education Resource Centers and working directly with local school districts, career education consultants provide technical assis-

tance for planning and implementing career development programs. Through these programs, students gain realistic information about themselves, their aptitudes, interests, and values; gain realistic and current information about the world of work; and acquire related decision-making skills.

The early childhood and parenting consultants coordinate information and services for programs designed to meet day care needs of preschool and school age children. They are responsible for onsite licensing and consultation visits to local groups that want to establish and maintain licensed day care programs (CGS 19-43g).

The driver education program develops and implements the legislative mandate relative to the establishment, regulation and monitoring of driver education courses for Connecticut youth. Presently, consultant activity is limited. The Unit also provided program monitoring and coordination services, including serving as liaison among state agencies with an interest in or responsibility for traffic safety activities and programs.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented			
(1)		1. Establishment of new community education programs with at least a half-time coordinator and a functioning advisory council	–	10	14
	B.	Process Oriented			
(2)		2. The development of regional community/education/work councils	–	–	6
(2)		3. Number of local education agency grant applications approved for implementation of action plans (funding source State Incentive Grant for Career Education)	–	165	165
(3)		4. New and ongoing day care programs analyzed and visited:			
		Program visits	–	–	241
		New sites			59

VI. Summary Evaluation

During 1978-79, the Community Education Unit sought and secured federal funding for a pilot community education program for the Lower Naugatuck Valley. The program has been highly successful. Therefore, during 1979-80 a combination of local, CETA, adult education and career education funds was secured to continue the project. A policy statement on community education was developed and approved by the State Board of Education, and the Bureau of Community and Adult Education began the development of a State Plan for Community Education.

The Career Education Unit successfully implemented the State Career Education Incentive Grant Act giving direct technical assistance to LEAs as well as utilizing the Regional Education Service Centers for this purpose. One hundred sixty-five LEAs were granted a total of $472,000 through this act (P.A. 78-220). In addition, special assistance was provided to eight Community Education Work Councils under a grant from the National Manpower Institute and the state Office of Policy and Management.

The Early Childhood Program consultants conducted visits to over 200 of the 894 licensed child care centers in Connecticut during 1979-80. The annual Early Childhood Conferences attracted over 2,000 interested educators, child care workers and parents to nine sites around the state.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$ 85,612	$ 474,234	$ 559,846
Federal Funds	23,237	348,374	371,611
Other Funds	20,487	78,013	98,500
Total	$ 129,336	$ 900,621	$ 1,029,957

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Elementary and Secondary Education

INTRODUCTION

The mission of the Bureau of Elementary and Secondary Education is to provide leadership and service in the areas of curriculum, instructional administration, instructional materials and equipment, and preservice and inservice education training. Public and private elementary and secondary school teachers benefit through consultative services, publications, program monitoring and grant administration. The responsibility is divided into three units, Curriculum Planning and Program Development, Professional Development and Program Approval, and Urban and Compensatory Education Services. Although the units serve particular target populations within elementary and secondary schools, there is an overlap of function and therefore it is necessary to make staff assignments across units.

The Professional Development and Program Approval Unit is concerned with preservice and inservice training of teachers, teacher evaluation, alternate routes to certification, teacher training program approval, secondary school accreditation, and public and private elementary and secondary school approval.

The Curriculum Planning and Program Development Unit is concerned with curriculum, instructional materials and equipment, and innovative programs and resources. In addition to developing materials and funding LEA projects, the Unit provides consultative services to LEAs in the area of program planning and instruction.

The Urban and Compensatory Education Services Unit is concerned with the development of programs, project approval and monitoring, and identifying exemplary programs and techniques which address the special needs of urban students. Target populations such as the disadvantaged, migrant, early childhood and children in need of bilingual education are the responsibility of this Unit.

FINANCIAL SUMMARY

	Distribution			
Source	Personnel	Grants	Other Expenses	Total
Connecticut General Fund	$ 453,210	$ 8,399,192	$ 43,107	$ 8,895,509
Federal Funds	433,809	30,580,111	265,432	31,279,352
Total	$ 887,019	$38,979,303	$308,539	$40,174,861

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Elementary and Secondary Education

Curriculum Planning and Program Development Unit

I. Need

The State Board of Education recognizes the need for systematic curriculum planning and program development in order to carry out the mandates of the General Statutes.

Section 10-4 of the General Statutes charges the State Board of Education with responsibility for general supervision and control of the educational interests of the state and with providing leadership and otherwise promoting "the improvement of education in the state." The State Board of Education "shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities. . .to assist teachers in making effective use of curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils, and shall keep informed as to the condition, progress and needs of schools in the state."

This Unit includes the administration of Title IV: Library and Learning Resources (ESEA of 1965, P.L. 95-561 as amended) and Arts Education, Title IIIC, P.L. 95-561.

II. Goals

V. Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities.

C. Each student develops the skills, knowledge, and values necessary for responsible citizenship.

F. Each student applies his/her accumulated knowledge and skills to present day living.

a. "Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation."

b. "Prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law."

c. "Conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and improving their proficiency in meeting the diverse needs and interests of students."

g. "Recommend policies and programs designed to improve education and publish such reports and information concerning the educational interests of the state."

III. Objectives

(Goal Ref.) A. Product Oriented

(V, b) 1. To develop and disseminate curriculum guidelines and materials to assist LEAs in developing local programs to meet the needs of their students.

(V, g) 2. To identify exemplary programs and projects.

(V, a, c) 3. To develop and implement workshops for teachers dealing with curriculum trends and resource materials in the areas mandated under Section 10-16b of the General Statutes.

B. Process Oriented

(V, a) 4. To provide technical assistance to LEAs in developing programs to meet the needs of all students.

(V, g) 5. To promote the adaption/adoption of successful programs and practices.

(V, b, c) 6. To serve as a resource to professional organizations related to subjects in the mandated curriculum areas and to promote cooperative curriculum development and program planning efforts.

(V, b) 7. To provide resources for Connecticut Assessment of Educational Progress (CAEP) and Education Evaluation and Remedial Assistance (EERA) in specified subject areas.

IV. Description of Program Activities

The major activities include:

1. Working with teachers, supervisors and administrators in developing and implementing local curricular programs.
2. Developing and publishing curriculum guides and other materials needed to develop local programs.
3. Gathering and disseminating information related to curriculum areas.
4. Working with professional organizations to provide curriculum and resource information and inservice training.
5. Evaluating curriculum programs and promoting the adoption/adaption of innovative projects.
6. Providing curriculum expertise for state development of assessment instruments and interpretation of testing results.

Six staff members are involved in the Curriculum Planning and Program Development Unit.

V. Performance Indicators

(Obj. Ref)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. SDE "Guide for Curriculum Guides" developed	–	–	completed
(1)	2. Curriculum materials produced	completed	completed	completed
(2)	3. Process and criteria for validation of exemplary programs developed	–	–	completed
(2)	4. Booklet of funded Title IVC projects produced	completed	completed	completed
(3)	5. "Yellow Pages" Directory of Education Resources published	–	in process	completed
(3)	6. Workshops held for LEA teachers and administrators	completed	completed	completed
	B. Process Oriented			
(4)	7. Technical assistance provided LEAs in program development	90	100	85
(5)	8. LEA adoption/adaption of successful programs	8	15	40
(6)	9. Number of professional organizations served	22	22	22
(7)	10. Language arts, mathematics and reading (EERA) tests developed	–	–	completed

VI. Summary Evaluation

The curriculum specialists continue to provide materials, organize workshops and provide technical assistance to LEAs in specific areas. Although the technical assistance has been curtailed because of higher priority activities, the need exists and more staff time will be allocated to this activity in the future.

The curriculum guide development process, initiated this year, will continue next year, concentrating on the completion of 11 guides.

The validation process for exemplary (Title I and Title IVC) programs is operative and will be implemented with additional grant programs next year.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	$137,970	—	$ 137,970
Federal Funds			
ESAA VII "Special Arts Project"	—	$ 30,975	30,975
P.L. 93-380			
"Library and Learning Resources"	78,833	3,539,535	3,618,368
CRA Title IV			
"Sex Desegregation"	32,753	700	33,453
Other Funds			
NIE - Dissemination Capacity Building Grant	—	23,100	23,100
Total	$249,556	$3,594,310	$3,843,866

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Elementary and Secondary Education

Professional Development and Program Approval Unit

I. Need

The State Board of Education recognizes the need to develop a comprehensive staff development plan and coordinated program approval process in order to carry out the mandates of the General Statutes.

Section 10-145b(c)(2) of the General Statutes provides for the approval of inservice activities for standard certification credit. Section 10-151b mandates the development and implementation of locally developed teacher evaluation programs for the improvement of teacher effectiveness. Section 10-145b(1) requires program approval of teacher preparation programs. Section 10-33, 10-34 and 10-184 address secondary school approval for tuition purposes and independent school approval.

This Unit also administers federal funds to provide technical assistance under the Teacher Center Act (P.L. 94-482) and State Technical Assistance Sex Desegregation, Title IV CRA.

II. Goals

II. Greatly expanding and strengthening the capacity of both local school districts and the state to do planning and evaluation.

III. Providing a strengthened program of professional development for teachers, administrators, and others; inservice training that is keyed to solving the problems they identify as critical and releasing the talent they possess.

V. Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities.

a. "Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation."

c. "Conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and improving their proficiency in meeting the diverse needs and interests of students."

g. "Recommend policies and programs designed to improve education and publish such reports and information concerning the educational interests of the state."

j. "That the mandates of the General Statutes pertaining to education within the jurisdiction of the state board will be implemented."

III. Objectives

(Goal Ref.) A. Product Oriented

(II, III) 1. To develop a comprehensive staff development plan.

(f, j) 2. To implement a process for the approval of public and nonpublic elementary and secondary schools.

(III, c) 3. To develop a network of teacher center programs.

(III, c) 4. To develop and impiement training sessions for teacher evaluation and teacher centers.

B. Process Oriented

(III, V, j) 5. To provide technical assistance to LEAs and institutions of higher education and evaluate LEA proposals for inservice education activities, Teacher Corps and Teacher Center projects.

(III, j) 6. To evaluate teacher preparation programs and make recommendations to the State Board of Education for approval.

(II, III, V) 7. To provide resource personnel for each onsite evaluation of schools seeking approval of the state Board or accreditation by the New England Association of Schools and Colleges.

IV. Description of Program Activities

The major activities of the program involve:

1. Working with agencies, communities and institutions dealing with the education and certification of teachers and administrators.
2. Monitoring, evaluating and recommending the approval of public and private schools and teacher preparation programs.
3. Providing assistance to teachers, administrators and college personnel developing programs designed to improve the competencies of teachers.
4. Conducting workshops for teachers and administrators.

In carrying out these activities, there are regular meetings with the Review Committee for the Approval of Teacher Preparation Programs (RCATPP), Connecticut Association of Colleges and Universities of Teacher Education (CACUTE), the Committee on School Approval, the Joint Teacher Education Committee (JTEC), and the State Advisory Committee on Certification.

The staff also visits public and private schools to monitor and evaluate prior to state approval.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented			
(1)		1. Staff development plan	—	in process	completed
(2)		2. School approval process	in process	in process	completed
		3. Network of teacher centers programs	—	in process	completed
(3)		4. Teacher Center Newsletter and film tape presentation	—	—	in process
	B.	Process Oriented			
(5)		5. Inservice education proposals approved by JTEC	12	12	5
(6)		6. Number of teacher preparation programs approved by SBE	116	90	45
(7)		7. Secondary schools accredited by NEAS&C	15	18	14

VI. Summary Evaluation

Developing a state plan for professional development was a major activity this year. Plans are to implement and coordinate activities starting in 1980-81.

Staff members continue to participate on school evaluation teams for accreditation by NEAS&C. The state school approval process is complete and will be coordinated in the future with the five-year school monitoring process being developed as part of the Comprehensive Plan for Elementary and Secondary Education.

Interest in the Teacher Center Program continues with more requests for technical assistance by the State Department of Education.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	$181,014	–	$181,014
Federal Funds			
P.L. 94-482, Sec. 532 Title V "Teacher Centers"	–	$21,270	21,270
P.L. 93-380 Title V "Expansion and Improvement of Supervisory and Related Services"	31,457	–	31,457
Total	$212,471	$21,270	$233,741

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Elementary and Secondary Education

Urban and Compensatory Education Services Unit

I. Need

The State Board of Education recognizes the necessity to develop the capacity to address the needs of special populations in order to carry out the mandates of the State Constitution and the General Statutes.

Section 10-4a specifies ". . .that each student shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences."

Section 10-266a provides for programs for Educationally Deprived Children.

Section 10-17 (f-h) mandates programs for children of limited English speaking ability.

This Unit administers Assistance for Educationally Deprived Children (ESEA of 1965 Title I, P.L. 95-561), State Education Agency Technical Assistance-Bilingual (ESEA of 1965, Title VII, P.L. 95-561), Basic Skills (Title II, P.L. 95-561), Migratory Children's Program (Title I, P.L. 95-561), State Technical Assistance National Origin (Title IV CRA) and State Act for Disadvantaged Children.

II. Goals

V. Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities.

A. Each student learns to communicate effectively.

B. Each student accepts learning as a lifelong continuing process of self-development.

C. Each student develops the skills, knowledge, and values necessary for responsible citizenship.

D. Each student increases his/her abiiity to understand himself and function in his/her environment.

E. Each student acquires habits and attitudes which have proven of value for health and family life.

F. Each student applies his/her accumulated knowledge and skills to present day living.

c. "Conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and improving their proficiency in meeting the diverse needs and interests of students."

f. "Develop or cause to be developed an evaluation and assessment procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools and shall report on these procedures."

h. ". . .The educational interests of the state shall include, but not be limited to, the concern . . .that each student shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences."

j. "That the mandates of the General Statutes pertaining to education within the jurisdiction of the state board will be implemented."

III. Objectives

(Goal Ref.) A. Product Oriented

(V, A-F) 1. To increase the opportunities for success in the school situation for urban children.

(V, A-F) 2. To increase the level and quality of parent and community involvement in local school programs.

(V, C) 3. To provide inservice education and resource materials for teachers of children with special needs.

(V, b) 4. To develop materials and guidelines for LEAs necessary to serve the needs of disadvantaged, limited English speaking, and migrant children.

B. Process Oriented

(a, c, h, j) 5. To provide technical assistance to LEAs in preparing proposals for federal and state funds.

(V, f, h, j) 6. To monitor state and federal programs for compliance with statutes and program effectiveness.

(V, A-F, h, j) 7. To identify target populations of migrant and limited English speaking students not yet served.

IV. Description of Program Activities

The major activities are:

1. Providing technical assistance to LEAs in program development and implementation.
2. Monitoring and evaluating projects.
3. Working with other agencies, other program managers and other consultants to concentrate and focus resources for the benefit of the children served.
4. Identifying and disseminating promising practices and encouraging replication.
5. Developing and conducting workshops to address the inservice needs of teachers of these children with special needs.
6. Promoting parent and community involvement through advisory councils.
7. Identifying and circulating instructional materials to meet special needs.

Twelve professional staff members are involved in the Urban and Compensatory Education Services Unit.

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Number of children served in compensatory education	55,456	59,195	59,195 (est.)
(1)	2. Bilingual programs	12	13	13
(1)	3. Migrant programs	11	11	13
(2)	4. Inservice programs and resource materials	completed	completed	completed
	B. Process Oriented			
(4, 5)	5. Technical assistance to LEAs	188	188	188*
	6. Monitoring visits to Title I and SADC programs	65	89	89
	7. Assess target populations of limited English speaking students	completed	completed	completed

*including state-operated and state-aided schools.

VI. Summary Evaluation

The Unit has increased the monitoring of Title I and SADC programs. Each LEA with an entitlement of $100,000 or more is visited annually and others are visited on a biennial basis. More has been done in assessing quality as well as compliance. Coordination with other programs serving the same population such as bilingual, migrant and early childhood has been increased.

The migrant program is continuing to grow; new LEAs are anticipated for next year.

The state bilingual program is well established. Two resource centers serve bilingual programs funded with Title VII and CRA National Origin and Migrant funds. During this year the Indo-Chinese grant program was refunded. With the resettling of the "boat people" and the influx of people from Cuba, there will be increased emphasis and need in the bilingual area.

VII. Financial Report

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund (State Act for Disadvantaged)	$134,226	$ 8,399,192	$ 8,533,418
Federal Funds			
P.L. 95-561 "Assistance for Educationally Deprived Children"	188,968	25,178,612	25,367,580
P.L. 95-561, Title VII "Technical Assistance Bilingual"	28,341	–	28,341
P.L. 95-561, Title VII "Right to Read"	20,873	44,933	65,806
P.L. 88-362, Title IV "National Origin Desegregation"	28,341	36,171	64,512
P.L. 95-561, Title I "Migratory Children's Program"	24,243	1,659,302	1,683,545
P.L. 95-561, Title XIIIC "Indo-Chinese"	–	45,513	45,513
Total	$424,992	$35,363,723	$35,788,715

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Pupil Personnel and Special Educational Services

Introduction

The Bureau of Pupil Personnel and Special Educational Services is assigned the responsibility for the development and supervision of special education and pupil services programs in Section 10-76 of the Connecticut General Statutes. This responsibility was reaffirmed by Public Law 94-142 in 1975. Both laws also assign responsibilities with respect to due process, grant administration and data collection. These responsibilities relate to the State Board of Education goal of increasing the responsiveness of schools to the diverse needs, styles and aspirations of students and communities. The Bureau is organized into four units that address those responsibilities.

The Program Development Unit is charged with increasing the responsiveness of schools to diverse student needs and styles through pupil personnel and special education program development assistance. This assistance includes the development and dissemination of program development information and the implementation of technical assistance as outlined in state plans.

The function of the Review and Compliance Unit is to monitor special education and pupil services programs and services within the state. Consultants in this Unit conduct reviews, issue reports and follow through to ensure that those programs conform to state and federal standards. The results of these activities are provided to the Program Development Unit which plans appropriate program development activities.

The function of the Due Process Unit centers around the provisions of Section 10-761 of the Connecticut General Statutes. This law specifies procedures to be used when resolving disagreements between parents and schools regarding the appropriateness of a child's special education program or services. The procedures include administrative review, mediation and hearing.

The Federal Program Unit administers federal programs such as Titles VI-D and VI-B of the Education of the Handicapped Act and ESEA Title I (P.L. 89-313) through plans, applications and federal grant supported activities.

Financial Summary

	Distribution			
Source	Personnel	Grants	Other Expenses	Total
Connecticut General Fund	$301,094	$74,513,862	$464,672	$75,279,628
Federal Funds	231,060	288,798	202,043	721,901
Other Funds	—	—	—	—
Total	$532,154	$74,802,660	$666,715	$76,001,529

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Pupil Personnel and Special Educational Services

Due Process Unit

I. Need

In working toward the goal to increase the responsiveness of schools to the diverse needs, styles and aspirations of students and communities, the State Board of Education recognizes the need to fulfill the mandate of Section 10-76h of the General Statutes, which sets forth the procedural requirements for the resolution of disagreements between parents and school districts regarding a child's special education. Section 10-76h and its regulations provide for an administrative review by a local board of education, to be followed by a mediation or a hearing, both of which are to be requested of the State Board of Education. The State Board of Education shall then appoint a mediator or hearing officer. A party aggrieved by the decision of the hearing officer may pursue an appeal to the courts. Section 10-76h also sets out specific timelines which must be followed in each of the above-mentioned procedures. In addition, Public Law 94-142 requires that states provide due process procedures in order to resolve disputes between parents and local education agencies regarding the child's educational program.

II. Goals

V. Increase the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.

1. Conduct mediations and hearings in accordance with Section 10-76h and its regulations.
2. Conduct inservice activities and develop materials related to due process.
3. Coordinate activities with other Bureau units and with the Office of the Attorney General.

III. Objectives

(Goal Ref.) A. Product Oriented

(V,2,3) 1. To develop or revise, as necessary, documents related to due process (e.g., parent information pamphlet, updated version of Section 10-76h).

(V,3) 2. To develop a system for the efficient transfer of materials from the Bureau to the Office of the Attorney General and for the tracking of materials from the Attorney General.

(V,2,3) 3. To develop a system to respond to requests for information (e.g., information pamphlet, statute, hearing decisions) and to ensure that appropriate groups are informed of changes in the law or Bureau procedure.

(V,2,3) 4. To analyze and report on the decisions of state hearing officers.

B. Process Oriented

(V,1) 5. To schedule mediations and hearings within statutory timeframe.

(V,1) 6. To appoint and schedule mediators and hearing officers.

(V,1) 7. To review hearing decisions.

(V,2) 8. To conduct inservice activities for the following: parent groups, local school district personnel, hearing officers, mediators and local boards of education.

(V, 2) 9. To keep Bureau members informed on developments in the area of due process.

(V,3) 10. To seek information from Bureau members as to school district responsibility in substantive matters.

IV. Description of Program Activities

The two consultants assigned to this Unit are responsible for the functioning of the special education mediation and hearing system. In addition to the training, appointment and scheduling of mediators and hearing officers, the Unit reviews hearing decisions and does follow-up on the implementation of those decisions. Finally, the Unit compiles and disseminates information related to due process, including agency and court decisions, federal directives and legislative changes.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented			
(1)	1.	Development and revision of due process documents	--	completed	completed
(2)	2.	Development of tracking system	–	completed	completed
(3)	3.	Development of a system for responding to requests	–	completed	completed
(4)	4.	Analyzing of state hearing officers' reports	–	completed	completed
	B.	Process Oriented			
(5)	5.	Number of mediations and hearings scheduled	87	91	138
(6)	6.	Number of hearings officers and mediators approved	4	6	2
(7)	7.	Number of hearings and mediations reviewed	87	91	138
(8)	8.	Number of inservice programs conducted	5	16	22
(9)	9.	Information disseminated to Bureau members	–	12	20
(10)	10.	Solicit information from Bureau members	–	8	16

VI. Summary Evaluation

A formal complaint system was begun this year. This system provides yet another means of resolving disagreements which may arise between parents and school districts. The system handled 108 complaints in 1979-80. In response to a complaint, the complaint officer gathers information and explains the due process rights to parents. If the subject matter of the complaint can only be dealt with through mediation or a hearing (e.g., a dispute regarding the appropriateness of a child's individualized education program) the matter is so referred and no complaint resolution is attempted. Of the 108 complaints which went through complaint resolution procedures, one later went to mediation and one to a hearing.

VII. Financial Report

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund	$ 30,346	–	$ 30,346
Federal Funds	76,052	–	76,052
Other Funds	–	–	–
Total	$106,398	–	$106,398

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Pupil Personnel and Special Educational Services

Federal Program Unit

I. Need

Categorical aid programs have been established by the federal government to assist state agencies and local school districts in fulfilling their responsibilities to ensure that handicapped children receive a free and appropriate education. The programs administered by the State Department of Education include the following:

1. Title VI-D of the Education of the Handicapped Act, as amended by P.L. 93-380, addresses the need of professional and other personnel who work with handicapped children in educational settings to receive appropriate inservice training opportunities.

2. Title VI-B of the Education of the Handicapped Act, as amended by P.L. 94-142, the Education of All Handicapped Children Act of 1975, asserts the right of all school-age handicapped children to receive the special education programs and services which they need at public expense. The first priority under this law is identifying and serving all such children who are currently not in school. The second priority is directed toward identifying and serving the unmet educational needs of severely handicapped school-age children.

3. ESEA Title I, as amended by P.L. 89-313 and P.L. 93-380, addresses the need of school-age handicapped children who reside in and/or attend school in state-operated or state-supported institutions to receive compensatory special education and related services to supplement the basic educational services provided at state expense. When a child's eligibility is established, such compensatory educational services may continue to be provided to the child upon returning to the jurisdiction of the local public schools.

II. Goals

V. Increase the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.

1. Meet the operational requirements of federal special education laws.

III. Objectives

(Goal Ref.) A. Product Oriented

(V, 1) 1. To report to federal agencies the information necessary to receive grants or entitlements.

B. Process Oriented

(V, 1) 2. To assist local and special school districts in fulfilling requirements for participation in appropriate aspects of the program.

(V, 1) 3. To award grants to eligible educational agencies to provide appropriate special education and related services to eligible handicapped children.

(V, 1) 4. To assist local and special school districts in determining the educational status of all identified school-age handicapped children within their respective jurisdictions.

(V, 1) 5. To help local and special school districts find and evaluate all school-age handicapped children within their respective jurisdictions.

IV. Description of Program Activities

This Unit is staffed by two consultants and one accountant. The Unit conducts administrative activities, including the preparation and submission of State Plan, Annual Program Plan and/or other application and report materials required by the federal government in connection with the categorical aid sources included in the Unit. The Unit also develops and implements procedures

to provide assistance for eligible agencies to participate in the benefits provided by the included categorical aid programs. The latter includes reviewing and negotiating grant applications, preparing and sending grant documents, initiating payment procedures and coordinating with other units in the fiscal administration of the included programs.

Local school districts are provided flow-through entitlement funds based upon the count of handicapped children they are serving. Such funds are to be used to supply additional special education and related services according to the priorities specified in the law.

Discretionary funds are provided to selected eligible agencies under the state-share provision in the federal law to aid in fully addressing the priorities stipulated in the law. Additional discretionary funds are provided to selected school districts to assist in developing and expanding special education and related services for preschool-age handicapped children.

Entitlement funds are provided to state-operated and state-supported institutions to conduct projects designed to provide the supplementary special educational services needed by the handicapped children served in such settings. Entitlement funds are also made available to selected school districts to provide supplementary special education services to children who have established eligibility while in residence at a state-operated or supported institution for the handicapped.

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Reports to federal agencies	6	8	8
	B. Process Oriented			
(2)	2. Number of inservice training programs conducted	35	55	120
(2)	3. Identification of support services	—	26	38
(2)	4. Assistance to local school districts	650	725	925
(5)	5. Children identified through Child Find	1,557	1,650	350
(4)	6. Assistance in determining educational status of handicapped children	—	21	30
(3)	7. Grants to agencies:			
	a. Discretionary	44	23	33
	b. Entitlement grants	169	169	169

VI. Summary Evaluation

The achievement of program objectives is predicated on the amount of federal funds available from categorical aid programs. These funds have allowed the Bureau to accomplish the activities described above.

VII. Financial Report

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund	—	—	—
Federal Funds	$103,683	$11,515,421	$11,619,104
Other Funds	—	—	—
Total	$103,683	$11,515,421	$11,619,104

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Pupil Personnel and Special Educational Services

Program Development Unit

I. Need

The State Board of Education recognizes the need for providing a strengthened program of professional development for teachers, administrators and others.

Section 10-76b of the Connecticut General Statutes stipulates that "the State Board of Education shall provide for the development and supervision of the educational programs and services for children requiring special education. . ."

Public Law 94-142, Section 121a, requires the state education agency to insure the development and implementation of a plan for a comprehensive system of personnel development. This plan should address the inservice training of general and special education personnel and procedures to ensure that such personnel are appropriately qualified. In addition, the plan should include procedures for acquiring and disseminating significant information from research, demonstration projects and the adoption of promising educational practices and materials when appropriate.

Section 121a states that each annual program plan must include a description of the technical assistance that the state education agency gives to local education agencies implementing the state's comprehensive system of personnel development.

II. Goals

III. Provide a strengthened program of professional development for teachers, administrators and others; inservice training that is keyed to solving the problems they identify as critical and releasing the talent they possess.

1. Design and implement program development assistance for local schools.

c. Conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and improving their proficiency in meeting the diverse needs and interests of students.

III. Objectives

(Goal Ref.) A. Product Oriented

(III, 1) 1. To produce and/or disseminate the print materials and other media necessary to assist in program development for exceptional children and for pupil services programs.

B. Process Oriented

(III, 1) 2. To identify needs for program development assistance derived from results of the Review and Compliance Unit's activities, other needs assessments, requests from LEAs and other sources.

(III, 1) 3. To organize these program development needs by priority and regions/locations.

(III, c) 4. To consult and develop institutes, workshops or media presentations which will meet the program development needs of LEAs.

IV. Description of Program Activities

Six consultants comprise the Program Development Unit and address individually or in teams topical areas identified through the Review and Compliance Unit's activities. Each consultant in the Unit is assigned duties in terms of professional expertise and develops the necessary printed or inservice activity. Consultants periodically also report to the Unit or the Bureau with respect to the status of the priority activities assigned to them and meet with staff from other units for needs assessment purposes.

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Production and dissemination of guidelines	—	in process	in process
	B. Process Oriented			
(2)	2. Identification of program development needs	—	10	12
(3)	3. Establishment of program development priorities	—	6	6
(4)	4. Development of institutes, workshops and printed materials	—	16	12

VI. Summary Evaluation

Consultants within this Unit have devoted considerable effort to analyzing information derived from program and compliance reviews in order to develop workshops and/or institutes that will assist local education agencies in meeting the mandates of both state and federal law.

Key accomplishments of the Unit include:

- Development of commentary that will reflect revisions to the special education regulations,
- Development of draft guidelines for various exceptionalities,
- Development of various approaches to providing technical assistance to LEAs,
- Development of position papers on Individual Educational Program/Planning/Placement Team (IEP/PPT) process, least restrictive environment, etc.,
- Conducting regional workshops to disseminate information on P.L. 94-142 and the proposed administrative regulations of Section 10-76, and
- Development and implementation of a wide variety of technical assistance workshops to assist LEAs with specific issues relating to special education and pupil personnel services.

VII. Financial Report

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund	$128,265	$62,930,100	$63,058,365
Federal Funds	20,523	265,798	286,321
Total	$148,788	$63,195,898	$63,344,686

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Pupil Personnel and Special Educational Services

Review and Compliance Unit

I. Need

The State Board of Education recognizes the need to further develop its capacity to review special education programs within the state. Approximately 65,000 handicapped and gifted children are presently served by such programs. Local boards of education, state agencies, regional and cooperative education centers, and private agencies operate special education programs. The State Board of Education is charged with the supervision of these programs under Section 10-76b of the Connecticut General Statutes. In addition, Section 121a.601 of the regulations for Public Law 94-142 requires the state education agency to undertake monitoring activities which ensure compliance with that federal act.

General authority for state supervision and monitoring is complemented by the specific sources of authority that specify standards. Such specific authorities provide rules for school districts on the operation of special education programs. In order to describe the specific program needs to be met, the following six specific authorities are cited:

(1) Section 10-76 of the Connecticut General Statutes.
(2) State regulations for Section 10-76 of the Connecticut General Statutes.
(3) State guidelines for special education.
(4) Public Law 94-142 Regulations.
(5) The Connecticut Annual Program Plan under Part B, Education of the Handicapped Act, as amended by Public Law 94-142.
(6) The Agency Application (to the Connecticut State Department of Education) under Public Law 94-142.

II. Goals

V. Increase the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.
1. Ensure that special education programs in the state conform to state and federal standards.

III. Objectives

(Goal Ref.) A. Product Oriented
(V,1) 1. To report on the compliance review activity with the capacity to measure compliance with state and federal laws and regulations.
(V,1) 2. To report on the program review activity with the capacity to measure compliance with state and federal laws and regulations, and the capacity to measure conformity with state guidelines and standards.
(V,1) 3. To report on progress toward implementation of laws, regulations and guidelines for special education.

B. Process Oriented
(V,1) 4. To review all special education programs in the state on a three-year cycle with respect to compliance.
(V,1) 5. To provide the Program Development Unit with implementation information for the purposes of assisting the planning of activities by that Unit.
(V,1) 6. To follow up individually with agency programs which do not comply with state and federal laws, ensuring that such agencies institute corrective action with respect to compliance.
(V,1) 7. To report to proper departmental officials any agency failing to implement corrective action as needed to achieve compliance.

IV. Description of Program Activities

Six consultants are assigned to the Review and Compliance Unit. The activities include the selection of agencies to be reviewed and sending each agency a notification of review which details the procedure to be used, the collection of pre-visit data, the collection of on-site data, the analysis of data collected in terms of standards and compliance, the preparation of a draft report, discussions between departmental consultants and agency officials regarding the draft report, preparation of a final report, submission of proposed corrective actions by the agency with timelines, review and acceptance of proposed corrective actions, the review of progress made with corrective actions, and additional correspondence and documentation in order to achieve compliance.

In addition to the above outlined activities, Unit consultants also: 1) periodically review and revise data collection procedures and review procedures, 2) meet with Program Development Unit staff, 3) make reports concerning the progress toward implementation of laws, regulations and guidelines, 4) encourage schools to conduct self-evaluations utilizing Bureau procedures and materials, and 5) follow through with reviewed agencies to ensure progress toward compliance.

V. Performance Indicators

(Obj. Ref.)	A. Product Oriented	1977-78	1978-79	1979-80
(1)	1. Development of a compliance review system	–	completed	completed
(2)	2. Development of a program review system	–	completed	completed
(3)	3. Progress report on law, regulations and guidelines in special education	–	completed	in process
	B. Process Oriented			
(4)	4. Number of special education programs reviewed	30	76	86
(5)	5. Dissemination of information to the Program Development Unit	–	6	86
(6)	6. Number of agency followups for corrective actions	25	35	79
(7)	7. Number of agencies failing to implement corrective actions	–	0	0

VI. Summary Evaluation

A major accomplishment of this Unit during the 1979-80 year was to conduct special education compliance reviews with one-third of the state's special education programs. The first statewide three-year cycle of reviews will be completed by June 1981.

Compliance review procedures were revised during the summer of 1980 in order to accommodate new state regulations. New thrusts already initiated during the 1979-80 school year include revising the other special education review systems. The program review system is being revised to embrace the planning-implementation-evaluation process. The special education private school review and approval process is also undergoing revision.

The Unit plans to go beyond ascertaining that districts are meeting legal minimum standards as more districts document compliance with such standards. By working closely with the technical assistance activities of the Bureau, the program review activity will concentrate on achieving desired program results in schools. It is realistic to expect that this complex but worthy effort will take several years before complete adoption. The Bureau of Research, Planning and Evaluation, school districts, and other groups will continue to be consulted in this endeavor.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	$ 38,800	–	$ 38,800
Federal Funds	134,485	–	134,485
Other Funds	–	–	–
Total	$173,285	–	$173,285

DIVISION OF INTERNAL MANAGEMENT: Division Summary

Accounting Unit
Budgeting and Allotments Unit
Information Products Unit
Internal Auditing Unit
Payroll Unit
Personnel Unit
Property Control/Central Services Unit
Purchasing and Payments Unit

DIVISION OF INTERNAL MANAGEMENT

Division Summary

Introduction

The mission of the Division of Internal Management is to provide systems and services for efficient and effective management of the State Department of Education.

In order to fulfill its mission, the Division supplies services for budgeting and allotment of funds, for accounting of financial transactions, for purchase and payment of goods and services, for payroll development, for personnel management, for property control, for consolidation of more permanent records and for receipt and delivery of mail.

Program Highlights

Among the accomplishments of the past year are:

1. Final parallel testing of the allotment, commitment (purchase and payment), general ledger master file and report generator of a new financial information system for the State Department of Education.
2. Development of the 1981-82 Budget Request of the State Board of Education in a programmatic as well as a line-item format.
3. Continued monitoring and improved reporting of the inventory system of the Department.
4. Initiated training of business managers of the agency by the personnel unit to expedite the process of establishing positions, placing individuals in positions and transferring individuals within the Department.
5. Review and update the analysis of the major functions and activities of the sections of the Division of Internal Management.

Summary Statistics	1977-78	1978-79	1979-80
Number of federal reports submitted	229	187	208
Payment lists processed	6,075	6,416	6,487
Personal Service Agreements received for processing	464	436	403
Number of payrolls processed	254	237	248
Funds processed by Division			
General fund	$297,139,556	$329,798,035	$371,599,008
Federal funds	77,277,442	92,610,440	101,221,802
Private funds	16,987	8,680	–
Vocational industries fund	1,260,223	1,683,304	1,756,012
Extension fund	343,652	–	–
School construction funds	24,291,623	18,235,321	17,965,214
Total	$400,329,483	$442,335,780	$492,542,036

DIVISION OF INTERNAL MANAGEMENT

Accounting Unit

I. Need

The Accounting Unit is responsible for accountability of state, federal and other funds of the State Department of Education according to Connecticut General Statutes, Section 10-11; the General Education Provisions for Programs, as amended by EDGAR: Administrative and Fiscal Requirements (Federal Register, Vol. 38, No. 213); National School Lunch Act of 1946 and Child Nutrition Act of 1966, as amended; the federal and state statutes which support P.L. 93-112 and the Federal Rehabilitation Act of 1973 and Amendments of 1974.

II. Goals

1. Maintain the accounts for the agency.
2. Provide financial statements and reports for the agency.

III. Objectives

(Goal Ref.) A. Product Oriented

(1) 1. To establish identity of all state, federal and private funds and to provide accurate financial records.

(1) 2. To safeguard assets (cash and receivables).

(1) 3. To provide and control funding on Federal Letters of Credit.

(2) 4. To receive, analyze and include financial data from local education agencies in the agency's financial reports.

(2) 5. To receive, analyze and resolve audit reports on all prepayment grants.

B. Process Oriented: None

IV. Description of Program Activities

The Accounting Unit deposits receipts per state regulations, maintains an imprest cash fund; establishes Accounts Receivable; prepares Indirect Cost Proposal; records, adjusts, and reconciles all financial data; and maintains the funding on three federal Letters of Credit. In addition, the unit analyzes and resolves audit report and financial statement discrepancies and prepares all financial status reports on federal grants for the agency.

V. Performance Indicators

(Obj. Ref.) A. Product Oriented	1977-78	1978-79	1979-80
(1) 1. Reconcile financial data			
(a) Fund thru function	completed	completed	in process
(b) Character object	—	completed	in process
(4) 2. Submit federal financial reports	completed	completed	in process
(5) 3. Review audit reports	completed	completed	in process
(3) 4. Submit cash requests	completed	completed	in process
(2) 5. Deposit cash on timely basis	completed	completed	in process
B. Process Oriented			
(1) 6. Percentage of accounts reconciled			
(a) Fund thru function	100%	100%	100%
(b) Character object	40%	40%	40%
(4) 7. Federal reports submitted	229	187	208
(5) 8. Grants analyzed in audit reports	2,006	1,941	1,868

		1977-78	1978-79	1979-80
(3)	9. Cash withdrawals on Letters of Credit	344	316	240
(2)	10. Cash receipts in Central Office and vocational schools	3,692	3,530	3,525

VI. Summary Evaluation

As indicated by the above performance indicators, the accounting unit has achieved the following objectives:

1. Recorded all financial data,
2. Safeguarded assets (cash and receivables),
3. Maintained agency unit reports,
4. Controlled funding for federal accounts,
5. Provided financial statements and reports.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund			
(Statutory reference not applicable)	$ 94,109	—	$ 94,109
Federal Funds			
Division of Internal Management Indirect Costs*	239,322	—	239,322
Other Funds			
Vocational Education Industries Fund	26,021	—	26,021
Total	$ 359,452	—	$ 359,452

*Negotiated percentage assessed on federal and special grants.

DIVISION OF INTERNAL MANAGEMENT

Budgeting and Allotments Unit

I. Need

The General Statutes of Connecticut require each agency to submit a budget request (Sec. 4077). Allotments of the general fund appropriation and additional funds available must be carefully coordinated and monitored to insure the correct distribution of funds within the agency.

II. Goals

1. Coordinate the development of the Operating Budget Request, Capital Budget Request and Program Budget.
2. Provide necessary reports and documentation to the Office of Policy and Management (OPM) to analyze appropriation requirements and facilitate appropriation adjustments and allotment of funds.
3. Process allotments and transfer allotments within the agency.

III. Objectives

(Goal Ref.) A. Product Oriented

(1) 1. To submit an operating budget request and program budget within a time frame agreeable to the Budget Section of the OPM.

(2) 2. To submit monthly analysis of appropriation requirements as required by the Budget Section of the OPM within six business days after receipt of all cumulative reports and printouts from the SDE Accounting Unit.

(3) 3. To prepare and submit each allotment or appropriation adjustment request to the Budget Section of the OPM within two business days after receipt of request.

(4) 4. To process allotments and allotment transfers within three business days after funds are made available.

B. Process Oriented: None

IV. Description of Program Activities

The unit coordinates the budget development process to ensure that an orderly, complete, accurate and timely budget request is prepared. Supplemental budget information as requested by the Budget and Financial Management Division and the Office of Fiscal Analysis is also provided. Each month an analysis of current appropriation requirements is prepared to reflect expenditures to date and estimated needs to end of quarter and end of year. The unit also prepares the Request for Allotment of Appropriations (B-1a) which is the agency's plan for requesting quarterly allotments during the coming fiscal year. After this plan is approved by the Budget and Management Division, the Unit processes and monitors the allotments and allotment transfers necessary to comply with the plan during the fiscal year. In addition, the Unit processes necessary documentation with the Office of Policy and Management to provide allotments of federal funds, bond funds and the Vocational Education Industries Fund.

V. Performance Indicators

(Obj. Ref.) A. Product Oriented	1977-78	1978-79	1979-80
(1) 1. Submission of the Operating Budget Request and Program Budget within a time frame agreeable to the Budget Section of OPM	completed	completed	completed
(2) 2. Submission of all monthly Analysis of Appropriation			

		1977-78	1978-79	1979-80
	Requirements to the Budget Section of the OPM within six business days after receipt of all cumulative reports	in process	in process	completed
(3)	3. Process all allotment or appropriation adjustment requests to the OPM within two business days after receipt of request	in process	in process	completed
(4)	4. Process all allotments and allotment transfers within three business days after funds are made available	in process	in process	in process

VI. Summary Evaluation

A new program budget format was developed and produced during 1979-80. This format views the entire Department, as realigned, by division-bureau-unit.

During FY 1980, growing fiscal restraints increased demands on the Budget & Allotment Unit in the areas of savings plan implementation, financial analysis and supplemental appropriation data. The Unit also assumed an expanded role in producing the agency's monthly financial statement. The demands and expanded duties have been met in a timely and effective manner.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$ 28,520	–	$ 28,520
Federal Funds	25,415	–	25,415
Other Funds	–	–	–
Total	$ 53,935	–	$ 53,935

DIVISION OF INTERNAL MANAGEMENT

Information Products Unit

I. Need

To promote cost effectiveness and efficiency, the State Board of Education is developing its technical capability to edit and publish information required by local school districts and the general public. Responsibility for editing and production of State Board/State Department of Education publications rests in the Information Products Unit. Its function is to assist the State Board in fulfilling its statutory responsibilities to "Prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law." Activities of the Unit are also directly related to the State Board responsibility to "Provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation."

II. Goals

I. Putting school finance on a sound and equitable basis.
II. Greatly expanding and strengthening the capacity of both local school districts and the state to plan and evaluate.
d. Keeping informed as to the condition, progress and needs of the schools of the state.

III. Objectives

(Goal Ref.)
A. Product Oriented
(I) 1. Produce Connecticut's Five-Year Comprehensive Plan for Elementary and Secondary Education.
(II) 2. Produce major planning and evaluation reports and technical assistance documents.
(d) 3. Produce three-volume Condition of Education.
B. Process Oriented
(I) 4. Assist in all stages of development of Comprehensive Plan for Elementary and Secondary Education.

IV Description of Program Activities

The Unit provides technical assistance, including writing, editing, graphic design, typesetting and mechanical pasteup for reports and other publications of the State Department of Education. Emphasis during this fiscal year has been on development and production of the Comprehensive Plan for Elementary and Secondary Education; the three-volume Condition of Education report; and numerous reports and technical assistance manuals dealing with virtually all aspects of elementary and secondary public education, including bilingual, vocational, adult, compensatory, migrant and special education.

V. Performance Indicators

(Obj. Ref.)		Product Oriented	1977-78	1978-79	1979-80
(1)	1.	Comprehensive Plan for Elementary and Secondary Education	—	—	completed
(2)	2.	Produce major planning and evaluation reports	completed	completed	completed
(3)	3.	Produce Condition of Education report	completed	completed	completed
	B.	Process Oriented			
(4)	4.	Assist in development of Comprehensive Plan	—	—	completed

VI. Summary Evaluation

In providing leadership and fulfilling its statutory obligations, the State Board of Education provides a significant range of technical assistance to local school districts. An important part of that technical assistance program is in the form of publications, reports and technical assistance manuals. It has proved cost effective and efficient for the Board to develop, in the Information Products Unit, publication production capabilities to meet those needs.

VII. Financial Report

	Source		
	Federal	State	Total
Division of Administrative Services	$ 88,240		$ 88,240
Division of Vocational Services	23,700		23,700
Division of Vocational Rehabilitation	24,400		24,400
Division of Instructional Services	12,700	$11,000	23,700
Total	$149,040	$11,000	$160,040

DIVISION OF INTERNAL MANAGEMENT

Internal Auditing Unit

I. Need

The State Department of Education, Division of Internal Management, is responsible for adopting sound accounting policies, for maintaining an adequate system of accounts and for establishing necessary internal controls to ensure the proper accountability of funds. Policies, procedures, guidelines, controls and regulations must all be reviewed and recommendations made for improvement of internal operations and the safeguarding of assets.

II. Goals

1. To develop a more efficient and effective system of internal control in the State Department of Education.
2. To aid the Department in understanding procedures, policies, guidelines and controls within the agency.
3. To provide assistance for the development and implementation of new procedures, policies and controls within the agency.

III. Objectives

(Goal Ref.)

A. Product Oriented

(1,2,3) 1. To review and update written operating procedures for the Division of Internal Management when necessary.

(1,2,3) 2. To review and update flowcharts for major functions and activities in the Division when necessary.

(1) 3. To conduct reviews, examinations, audits or investigations of any division, section, office, school, or other unit.

(1) 4. To review internal operations of the Department of Education with respect to policies and procedures to ensure that they conform to the requirements of applicable laws and regulations.

(1,3) 5. To examine internal controls with respect to financial transactions including, but not limited to, contracts, equipment inventory and purchasing, and to recommend adequate controls for the safeguarding of assets and appropriate funds.

(1) 6. To maintain audit reports for the agency. This includes audit review, filing, logging, and follow-up on delinquencies.

B. Process Oriented: None

IV. Description of Program Activities

The activities performed by the internal auditor are not necessarily on a recurring basis and depend on events and circumstances which develop throughout the course of the year.

V. Performance Indicators

(Obj. Ref.)	Product Oriented	1977-78	1978-79	1979-80
(1,2,3)	1. Review and update operating procedures	–	25%	90%
(1,2,3)	2. Review and update flowcharts	–	25%	100%
(1)	3. Conduct reviews, examinations, audits	–	5	10
(1)	4. Review internal operations	–	20	30
(1,3)	5. Examine internal controls	–	20	30
(1)	6. Maintain audit reports	–	30	50

VI. Summary Evaluation

A major accomplishment in the internal auditing section was the development of an Administrative Procedures Manual. Not only does this document provide the internal auditor with the necessary overview of the agency's internal operations, but it provides the department heads and fiscal personnel with the necessary directions, procedures and guidelines to help administer Department objectives. The manual includes sections on purchasing, payments, accounting, contracts, inventory, travel, printing and administrative letters.

Audit reports are now centralized under the direction of the internal auditor. This move has created a more effective system of review, development of audit responses, implementation of recommendations and reporting. Additionally, records retention and location status have improved.

Throughout the year various reviews, studies and audits have been performed with the eventual goals of maintaining sound fiscal policies and improving existing internal control of operations. In many cases, department policy has been clarified, procedures identified and operations improved.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
General Fund	$ 20,000	—	$ 20,000
Total	$ 20,000	—	$ 20,000

DIVISION OF INTERNAL MANAGEMENT

Payroll Unit

I. Need

The General Statutes of Connecticut (Sec. 3-119) authorize the state comptroller to develop, install and operate a system for payment of compensation to state employees. The Payroll Unit provides a centralized mechanism to insure that employees of the State Board of Education are paid in accordance with the regulations dictated by the state comptroller.

The General Statutes of Connecticut (PA 77-614) charge the Department of Administrative Services, Office of Policy and Management, with the responsibility for budget formulation and execution. The Payroll Unit ensures that the budgeting and allotment procedures for the salaries of the employees of the State Board of Education comply with the internal policies of the Department of Education.

II. Goals

1. Process payrolls for the Department of Education.
2. Prepare the budget for the salaries of Department of Education permanent employees paid from state funds.
3. Control the expenditure of funds for payrolls.

III. Objectives

(Goal Ref.) A. Product Oriented

(1) 1. To automate 25 percent of the functions currently accomplished by a manual procedure.

B. Process Oriented

(1) 2. To deliver all paychecks to the employees of the Department on the appropriate pay date.

(1) 3. To provide all employees of the Department with the proper monetary compensation.

(2) 4. To provide information on permanent position counts and the associated costs as required by the budget process in a timely manner.

(3) 5. To prevent the over-expenditure of funds provided for payrolls.

IV. Description of Program Activities

The Payroll Unit has two distinct but related functions.

1. Preparing employees' salaries.
2. Budgeting for and monitoring payroll expenditures.

The Payroll Unit processes all the various documents required for the issuance of payroll checks for the employees of the State Board of Education. It coordinates the preparation of employee compensation cost projections incorporated into the Operating Budget Request of the State Board of Education. Records are maintained to ensure payroll expenditures do not exceed the amounts of funds allocated for that purpose.

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Automation of payroll functions (regular bi-wkly.)	—	—	in process
	B. Process Oriented			
(2)	2. Percent of payroll checks delivered on the appropriate pay date	100%	100%	100%

		1977-78	1978-79	1979-80
(5)	3. Number of funding sources on which payroll expenditures exceeded payroll allotments	0	0	0
(3)	4. Number of payrolls processed	254	237	248

VI. Summary Evaluation

During the fiscal year 1980 the complexity of the budget and payroll process was greatly increased due to the implementation of ten new collective bargaining agreements. Retroactive salary adjustments which were made to employees due to delayed contract ratifications were put into effect on a timely basis.

The automated Personnel, Payroll, Budget System entered its final stage of development. Arrangements have been made to conduct a parallel test of the new system in late August. The payroll and budget segment of this system should be operational by mid-September. With this system, the personnel services budgeting of the agency will be greatly enhanced.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$ 77,987	—	$ 77,987
Federal Funds			
Office of Mgmt. & Budget —Indirect costs	53,869	—	53,869
Total	$ 131,856	—	$ 131,856

DIVISION OF INTERNAL MANAGEMENT

Personnel Unit

I. Need

The Personnel Unit is essential to the Department since it administers the State Personnel Act, Section 5 of the General Statutes, Section 10-2 of the Statutes and the Collective Bargaining Contracts. This Unit is responsible for the processing of all personnel actions for all the divisions and advising employees on proper personnel procedures and employee rights, benefits and responsibilities.

II. Goals

1. Timely and effective processing of personnel actions (new hires, promotions, transfers, terminations) to ensure that employees receive punctual compensation.
2. Establishment of an effective Upward Mobility Program as part of the Affirmative Action Program.
3. Strengthen department understanding of contract administration and the ability to deal with labor relations.

III. Objectives

(Goal Ref.) A. Product Oriented

(1) 1. Improve business managers' understanding of the Personnel/Payroll Budget System and the CSEIS system and proper procedures in order to process personnel papers so as to alleviate backlogs created by late or inaccurate submission of paperwork.

(2) 2. (a) To establish a career counseling process in order to provide training opportunities for employees in all job classifications.
(b) To produce career ladders within occupational groups and from sub-professional jobs to professional and managerial jobs.

(3) 3. To train supervisors in contract administration in order to produce a better understanding of contract rules and regulations and to ensure that proper procedures are being followed and employee rights observed.

B. Process Oriented: None.

IV. Description of Program Activities

The Personnel Unit reviews all personnel action forms and submits them to the state Personnel Department for processing. All communication with the State Personnel Department is channeled through this unit in order to maintain consistency in all interactions between the two agencies. The unit processes all position requests (Form 200s), all personnel action requests (Form 201s), tuition reimbursements and inservice training requests at the agency level. The Unit is responsible for contract administration for the Department and for providing an Upward Mobility Program for the Department as part of the affirmative action policy. The Unit advises on new hires, dismissals, promotions, leaves of absence, sabbaticals, etc., in order to insure that the agency functions in an efficient and equitable manner. Advice and counsel is provided to supervisors and managers in staffing and supervisory problems.

V. Performance Indicators

(Obj. Ref.) A. Product Oriented	1977-78	1978-79	1979-80
(1) 1. Turn-around time for personnel actions	2-3 mos.	1½-2 mos.	2 wks.-1 mo.
(2) 2. Completed plan for Upward Mobility Program	–	–	Initiated Planning

		1977-78	1978-79	1979-80
(3)	3. Effective resolution of grievances at lowest level	—	—	In process

B. Product Oriented: None.

VI. Summary Evaluation

The Personnel Unit can now process personnel actions and ensure payment to employees within a much smaller time period. This is largely due to the fact that business managers have now become sufficiently trained in the operation of the CSEIS system. The development of a new personnel payroll computer system to provide accurate information will contribute to a more efficient operation of the Unit. The implementation of an Upward Mobility Program is new, yet it is anticipated that this program will increase the number of promotional opportunities within the Department. The Unit is continuing to train both supervisors and business managers in the proper handling of grievances and correct interpretation of the contract in order to avoid grievances.

VII. Financial Report

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund	$68,014	—	$68,014
Federal Funds			
499 Funds	77,692	—	77,692
Total	$145,706	—	$145,706

DIVISION OF INTERNAL MANAGEMENT

Property Control/Central Services Unit

I. Need

In order to implement the goals of the State Board of Education, the various accountable units of the Board must rent office space, utilize telephone and transportation services, acquire and dispose of office and instructional equipment and ensure that school and vocational rehabilitation facilities are operated in compliance with OSHA standards.

Agreements for leased office space must be monitored and kept current. Telephone and transportation services must be secured for agency personnel. A report of all real and personal property must be submitted annually to the Comptroller (Section 4-36, Connecticut General Statutes).

Procedures for monitoring cited OSHA violations at the vocational schools and at the district and local vocational rehabilitation offices must be formulated and agreements for consulting and training services must be reviewed and processed in compliance with the regulations established by the Office of Policy and Management and conform with format established by the Attorney General's Office.

It is the responsibility of the Office of Property Control to ensure that these services are provided to the units of the agency in the most efficient and timely manner possible.

In order to implement the goals of the State Board of Education, the board requires the availability of certain central services. The Central Services Unit provides mail pick-up and delivery service, mimeographing service, duplicating service, typing service, an office supply stockroom, file storage area and a word processing system.

II. Goals

1. Compile and maintain a complete and accurate inventory of all land, buildings and equipment legally charged to the State Board of Education.
2. Routinize the handling of OSHA violations, leasing requests, pool car requests and telephone changes, removals and new installations.
3. Provide a broad range of support services to State Department of Education personnel.

III. Objectives

(Goal Ref.) A. Product Oriented

(1) 1. To submit to the Office of the Comptroller by the first day of August each year, an annual inventory report of all land, buildings and equipment legally charged to the State Board of Education.

(1) 2. To establish written procedures designed to monitor the acquisition of supplies obtained from the surplus warehouse in Wethersfield.

(2) 3. To routinize and make operational procedures already developed for the monitoring of OSHA violations, pool car requests, telephones and leasing requests.

(3) 4. To acquaint the agency personnel with the services available within the Unit.

(3) 5. To establish written procedures for mail and copier use within Central Office.

B. Process Oriented

(3) 6. To deliver mimeograph services within one day of receipt of mimeograph requisitions.

(3) 7. To provide typed copy to users within one day of receipt of request.

(3) 8. To deliver office supplies within a day of receipt of the supply requisition.

IV. Description of Program Activities

The Office of Property Control is responsible for maintaining a timely inventory record of equipment, the maintenance of leasing agreements, the processing of telephone service and pool car requests and the monitoring of cited OSHA violations.

Central Services has three locations which provide services within the entire agency. The Unit reviews and processes mimeograph requisitions, picks up and delivers mail four times daily, provides typing, collating, duplicating and word processing services for the agency.

The Central Stockroom, which operates under the direction of the Central Services Unit, has three employees who operate the mimeograph machines, fill and deliver office supply requisitions, operate the addressograph machine and wrap packages for mailing.

The Central File Room contains the historical records and files of the agency, and the Central Services Unit provides the filing service for the agency.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented			
(1)		1. Submit an annual inventory report to the Comptroller.	Completed	Completed	In Process
(1)		2. Establish written procedures for obtaining supplies from the surplus warehouse.	In Process	In Process	In Process
(2)		3. Establish a set of written procedures for all agreements for leased space.			
(2)		4. Routinize and make operational the procedures for OSHA, pool car requests and telephones.	In Process	Operational	Operational
(3)		5. Establish mail procedures for more efficient delivery and cost control.	—	In Process	In Process
(3)		6. Establish procedures for photocopying, typing and mimeograph requests.	—	—	In Process
	B.	Process Oriented			
(3)		7. Average number of days processing time for pool car requests.	2	1	1
(3)		8. Average number of days processing time for telephone requests.	4	4	4
(3)		9. Provide mimeograph services in the same day.	Completed	Completed	Completed
(3)		10. Provide typed copy in one day.	Completed	Completed	Completed
(3)		11. Deliver office supplies in one day.	Completed	Completed	Completed
(3)		12. Provide photo copying service in one day.	—	—	Completed

			1977-78	1978-79	1979-80
(3)	13.	Record and deliver certified mail in one day.	—	—	Completed
(3)	14.	Mail delivered four times per day in Central Office.	Completed	Completed	Completed

VI. Summary Evaluation

The Office of Property Control is in the process of implementing the Department's inventory instructions, enabling the agency to maintain a continuous and timely record of all inventory items. Inventory records are computerized and printouts are distributed to all units.

The Unit will establish a more systematized management system which will not only enable the Office of Property Control to obtain information but to process leases, car, telephone and maintenance requests on a more effectual, timely basis.

The Central Services Unit is presently undergoing many changes designed to make the Unit more responsive to the support service needs of the Agency.

Central Services has replaced its old collator with a more efficient model and has replaced one IBM II photocopier with a Kodak 100 which helps meet the demand for two-sided copies, collation and increased copy demand.

It is anticipated that during the next year the Unit will be more effective in the area of typing support to the divisions as word processing equipment will ease the regular clerical staff's burden of large recurring projects which can be recorded and revised.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	$49,767	—	$49,767
Federal Funds Div. of Internal Mgt. Indirect Costs	42,152	—	42,152
Total	$91,919	—	$91,919

DIVISION OF INTERNAL MANAGEMENT

Purchasing and Payments Unit

I. Need

In order to implement the goals of the State Board of Education, the Department must acquire services, process grants and make payments in compliance with the regulations of the state Director of Purchases (Sec. 4-112 C.G.S.) and the state Comptroller (Sec. 3-117 C.G.S.). The Purchasing and Payments Unit provides a centralized processing system for these purchases and payments and ensures that these purchases and payments are processed in compliance with state and federal regulations.

II. Goals

1. Maintain the purchasing and commitment systems of the agency and instruct personnel in the requirements of the system and of changes in the system.
2. Maintain the payments system of the agency and instruct personnel in the requirements of the system and of changes in the system.
3. Review and process agreements for personal services and agreements for the leasing of personal property in a timely and efficient manner.

III. Objectives

(Goal Ref.) A. Product Oriented

(2) 1. To process all correctly received federal grant payments within three working days from the time funds are available for payment.

(2) 2. To review and process to the State Comptroller all correctly submitted payment documents (state funds) within six working days of receipt from the submitting unit.

(1) 3. To review and process all correctly submitted purchase orders for submission to the state Comptroller within six working days of receipt from the submitting unit.

(1,2) 4. To develop written procedures for all functions performed in the section.

(3) 5. To review and process all correctly received contracts to the Office of Policy and Management within four working days of receipt from the submitting unit.

B. Process Oriented: None.

IV. Description of Program Activities

The Purchasing Section reviews all purchase requisitions of the Central Office divisions of the State Department of Education, prepares quotations, selects vendors and prepares purchase orders for the Central Office divisions. The Purchasing Unit also reviews all purchase orders submitted from the vocational-technical schools, vocational rehabilitation local and district offices and the Mystic Oral School to ensure fiscal correctness and compliance with state purchasing regulations. The unit also reviews and processes personal service and leasing agreements required to implement the goals of the State Board of Education.

The Payments Unit reviews all invoices submitted by units of the Department to ensure that goods and services have been received as ordered, and ensure the mathematical correctness of the billings, reviews the commitment of funds for various types of grant payments to ensure compliance with the regulations of the state Comptroller, maintains current balances on all open commitments of the Department of Education and prepares all commitment and payment lists for submission to the state Comptroller.

V. Performance Indicators			1977-78	1978-79	1979-80
(Obj. Ref.)	A.	Product Oriented			
(1)		1. Process federal grant payments in three days	—	—	In process
(2)		2. Process state fund payments in six days	—	—	In process
(3)		3. Process purchase orders to comptroller in six days	—	—	In process
(4)		4. Develop written procedures	—	—	In process
	B.	Process Oriented			
(1)		5. Payment lists processed	6,075	6,416	6,487
(2)		6. Commitment lists processed	1,730	1,729	1,592

VI. Summary Evaluation

The Purchasing and Payments Unit has been involved in the implementation of the new commitment and payments system and in the development of instructions and procedures for data entry into the system. The section has established a staff to coordinate data entry into the system and to review, reconcile and distribute reports generated by the system.

The section has also been involved with the state comptroller and the Division of Vocational Rehabilitation in developing a payment identification system for vendors used by the Division of Vocational Rehabilitation. The system will greatly reduce the number of vendor inquiries received in the section, and allow for efficient processing of these claims.

These new procedures will enable the present staff of the Purchasing and Payments Unit to be used in other functions required by the new commitment and payment system, and to allow for efficient processing in that system.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Fund	$120,485	—	$120,485
Federal Funds Indirect Contributions	97,274	—	97,274
Other Funds Vocational Industries	19,075	—	19,075
Total	$236,834	—	$236,834

DIVISION OF VOCATIONAL EDUCATION: Division Summary

Buildings and Facilities Planning Unit

Business and Industry Liaison

Vocational Guidance and Counseling Unit

Bureau of Vocational Program Planning and Development
- Data and Information Systems Unit
- Sex Equity in Vocational Education Unit
- Vocational Education Professional Development Unit
- Vocational Education Program Improvement Unit

Bureau of Vocational Services

Bureau of Vocational-Technical Schools

Bureau of Youth, Employment and Training Services

DIVISION OF VOCATIONAL EDUCATION

Division Summary

Introduction

The mission of the Division of Vocational Education is three fold: (1) to operate and maintain a system of regional vocational technical schools and their satellites, (2) to plan, fund, evaluate and provide technical assistance for vocational programs at the secondary, post-secondary and adult level, and (3) to be of direct assistance to other state agencies seeking to improve Connecticut's economic climate by providing personnel with the requisite vocational and technical skills.

Program Highlights

Major accomplishments in fulfilling the goals of the Board of Education include:

- Bilingual vocational technical school instructor training program at Central Connecticut State College.
- Bilingual training program for out-of-school youth at Bullard-Havens Regional Vocational Technical School, Bridgeport.
- Increased and emphasized recruitment activities for the staff of the Regional Vocational Technical Schools including the establishment of a Recruitment Unit.
- Active in the Education Planning Committee deliberations and report.
- Completing the Connecticut Annual State Plan for the Administration of Vocational Education for fiscal year 1981 and the Annual Accountability Report for fiscal year 1979.
- Expansion of industry sponsored skill training programs to 14 of the 17 Regional Vocational Technical Schools and two industry sites.
- Initiated the Middle College Program at Northern Central Connecticut Education Center in conjunction with LEAs and Asnuntuck Community College and enrolled the first students.
- Developing and implementing the project approach to establish programs in five of the state's major cities to impact upon youth employment. The programs forged an alliance between the State Department of Education, the Office of Policy and Management, local education agencies and prime sponsors in meeting the challenge of youth employment.
- Expanding and identifying efforts to increase vocational guidance and counseling in the LEAs.
- Initiated action to develop interagency agreement between Vocational Education, Vocational Rehabilitation and Special Education to provide vocational education programs for the handicapped.
- Increasing enrollment of females in non-traditional programs in the Regional Vocational Technical School and industry sponsored activities and increasing the number of minority staff and students in the Regional Vocational Technical Schools and industry sponsored programs.
- Six building projects are currently in various stages of construction. When completed, these projects will accommodate 1,000 additional students.

Summary Statistics

	1977-78	1978-79	(Est.) 1979-80
Personnel	1,257	1,332	1,379
Enrollment in regional vocational technical school (secondary and adult day school programs)	12,464	12,511	12,527

	1977-78	1978-79	1979-80
Enrollment of female pupils in regional vocational technical schools	2,453	2,722	2,775
Enrollment of minority pupils in regional vocational technical schools	1,324	1,491	1,531
Enrollment in secondary, post-secondary and adult programs	161,932	196,852	171,015
Enrollment in regional vocational agriculture centers	1,970	2,060	1,587
Funds administered for vocational programs	$30,111,258	$33,883,955	$35,536,762

DIVISION OF VOCATIONAL EDUCATION

Buildings and Facilities Planning Unit

I. Need

The State Board of Education is greatly concerned about the continued large number of applicants seeking admission to the state-owned and operated vocational-technical schools offering instruction in the skilled occupations on a secondary and post-secondary level. This excess demand is indicative of the need for additional facilities to meet this demand. In addition, the development of new and expanding job fields, occupational pattern, and the changes in industrial technologies will continue to require new programs and facilities to serve the needs of our students, and the business and industry of our state.

II. Goals

IV. Strengthen and broaden the educational system's approach to career preparation of students.

V. Increase the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.

C. Enable each student to develop the skills, knowledge and values necessary for responsible citizenship.

d. ". . .Keep informed as to the condition, program and needs of the schools of the state."

h. ". . .the educational interests of the state shall include, but not be limited to, the concern. . ." that each student shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences.

III. Objectives

(Goal Ref.) A. Product Oriented

(IV, V, D) 1. To complete the annual capital project booklet for new vocational educational facilities and additions to existing regional vocational-technical schools, accepted by the State Board of Education and the General Assembly.

(V, C, h) 2. To plan and provide adequate guidelines and specifications for regional vocational-technical facilities that offer instruction in varied occupational fields at the secondary, post-secondary and adult levels.

(VI, V) 3. To provide architects and engineers with all the necessary information and technical drawings for designing and planning of new vocational-technical educational facilities, promoting practicality, economy, feasibility, functionality and suitability.

(V, h) 4. To cooperate and coordinate with the Connecticut State Department of Administrative Services Bureau of Public Works in its supervision of construction of new vocational-technical educational facilities.

B. Process Oriented

(IV, V, d) 5. To encourage the participation of the director, staff and all advisory committees in the planning of new vocational-technical educational facilities.

(IV, C, h) 6. To analyze and coordinate all data and information received for the planning of new vocational-technical educational facilities.

(IV, V, C, d, h) 7. To provide the information and leadership necessary to provide regional vocational-technical facilities that are practical, economical, flexible, functional and suitable to administering vocational programs in the most efficient way possible.

IV. Description of Program Activities

The Facilities Planning Unit is responsible for the preparation of guidelines and specifications for the planning of regional vocational-technical school facilities. It prepares drawings and layouts for

classrooms, laboratories, shops, physical education and other plant facilities. These plans are necessary to assist and guide the architects and engineers in the development of final contractual plans and specifications. Unit staff members act as the liaison with the Public Works Department on projects for new regional vocational-technical schools, additions and alterations, including built-in equipment included in the general contract and other equipment not in the contract. Staff members also advise the associate commissioner of the Division of Vocational Education of the progress of each project. This Unit represents the State Board of Education at all necessary meetings during construction and at the final inspection of completed projects. It is responsible for follow-up of all projects during the guarantee period after acceptance of the facilities.

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Annual capital projects booklet	completed	completed	completed
(2)	2. Provide guidelines and specifications	completed	completed	completed
(4)	3. Projects completed	1	4	4
	Additional students served	800	1,050	990
(4)	4. Projects under construction	7	10	6
	Additional students to be served	1,440	2,016	1,016
	B. Process Oriented			
(2)	5. Projects design plans and specifications completed	6	2	3
	Additional students to be served	606	360	600
(2)	6. Projects in planning stage	4	3	10
	Additional students to be served	980	800	2,030
(1)	7. Annual capital projects budget request	$27,559,250	$22,772,000	$20,788,000
(1)	8. Total of balances from prior authorizations	$30,003,750	$38,158,000	$25,740,000
(1)	9. Total of funds requested and prior authorization (total of 7 and 8)	$57,563,000	$60,930,000	$46,528,000

VI. Summary Evaluation

Six capital projects are currently under construction during the Fiscal Year 1979-80. These six capital projects will accommodate 1,016 new students. Plans and specifications have been completed for three capital projects and are waiting to be released for bidding. One of the three projects is for improvements to outdoor athletic facilities, and the other two projects will provide 600 additional student stations. Ten capital projects are in various planning stages and will serve an additional 2,030 students.

VII. Financial Report

Source	Distribution		Total
	Programs	Capital Projects	
State	$47,309	$ 9,433,741	$ 9,481,050
Federal	43,762	1,219,288	1,263,050
Total	$91,071	$10,653,029	$10,744,100

DIVISION OF VOCATIONAL EDUCATION

Business/Industry Liaison

I. Need

In response to the critical manpower and training needs of Connecticut business and industry, the Division of Vocational Education, with funding from the Office of Policy and Management, Division of Employment and Training, established a new consultant position titled business/industry liaison. An indication of that need and the increased responsiveness of the Division of Vocational Education and the Division of Employment and Training is reflected in the fact that during the fiscal year 1979 some 14 industry- and Department-of-Labor-sponsored programs were conducted with over 500 graduates.

II. Goals

A. Increase number and kinds of industry-sponsored training programs.
B. Increase number of trainees and number of females and minority completers.
C. Develop and/or increase training programs for inner city and rural youth or others identified in high unemployment areas or populations.

III. Objectives

(Goal Ref.) A. Product Oriented

(A) 1. To expand industry training programs to include all 17 regional vocational-technical schools.

(B, C) 2. To increase percentage of female and minority program completers in all training programs.

B. Process Oriented

(A, B, C) 3. To increase ability of Division of Vocational Education to respond to changing manpower needs of business and industry.

(A) 4. To increase business/industry liaison activity in the assessment and identification of business/industry manpower and training needs.

(A,B,C) 5. To increase or develop communication within the State Department of Education and with other state agencies or organizations involved in assessment, training, funding of manpower development programs.

IV. Description of Program Activities

The business/industry liaison activity in the Division of Vocational Education is performed by a consultant and a clerk-typist with support and assistance as necessary from the Division. Major activities include: 1) coordination of industry-sponsored programs, 2) identification and development of resources to meet manpower and training needs in business and industry, and 3) coordination with other state agencies and organizations involved in training and employment.

V. Performance Indicators

(Obj. Ref.) A. Product Oriented

(1) 1. Industry-sponsored training programs have been conducted in 14 of the 17 vocational-technical schools and in one of the three satellites. A total of 31 training programs were run; technical schools in Manchester and Waterbury conducted four each.

(2) 2. Machine operator programs continued to show increased participation by targeted populations. Of particular note are the training programs where special recruiting efforts included a prevocational orientation week for female students. The eight programs with this extended curriculum showed a significant increase in female participation. Of the 159 completers, 58 or 36.5 percent were females. Recent programs in Hartford and Windham

showed significant increases in both female and Hispanic completers. Windham showed increases of 45 percent and 40 percent respectively and Hartford, 40 percent and 35 percent respectively.

B. Process Oriented

(3) 3. The number and kinds of training programs have been increased and include the following: machine operator programs for small companies, electronics-for-electricians training for utility company personnel, prevocational orientation programs for women in nontraditional occupations, inservice-teacher program with industry and LEA participation, displaced homemaker training program.

(4) 4. The number of contacts and activities outside the machine tool industry increased, including the following areas: electronics, data processing, clerical, business and office machine, and laser optics.

(5) 5. Interdepartmental and interagency activity included program planning for displaced homemakers and Hispanics. It also included collaborative planning with the State Department of Labor, State Department of Economic Opportunity, Permanent Commission on the Status of Women, Connecticut Business and Industry Association, Women's Employment Resources Center of New Haven, community colleges, technical colleges, Bureau of Vocational Program Planning and Development, Bureau of Community and Adult Education, Bureau of Vocational-Technical Schools, and Bureau of Youth Employment and Training Services.

VI. Summary Evaluation

The Business/Industry Liaison Unit, funded by the Office of Policy and Management, Division of Employment and Training, has significantly increased the number and kinds of industry training programs. Participation by targeted populations has increased significantly, and the awareness of training needs and training capabilities in Connecticut has been expanded.

VII. Financial Report

	Distribution		
Source	Personnel	Grants	Total
Connecticut General Funds	–	–	–
Federal Funds			
The Comprehensive Employment and Training Act	$ 45,029	–	$ 45,029
Total	$ 45,029	–	$ 45,029

DIVISION OF VOCATIONAL EDUCATION

Vocational Guidance and Counseling Unit

I. Need

Section 134 of Public Law 94-482, The Education Amendments of 1976, requires that a minimum of 20 percent of the funds available under Subpart 3 of the Act be used to support programs for vocational development guidance and counseling programs, services and activities.

II. Goals

V. Increase the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities.

D. Enable each student to increase his/her ability to understand himself and function in his/her environment.

III. Objectives

(Goal Ref.) A. Product Oriented

(V, D) 1. To design and implement inservice workshops for guidance personnel in the improvement of vocational guidance and counseling services and activities.

(V, D) 2. To offer, in cooperation with the vocational education sex equity consultant, inservice training for middle and high school guidance counselors to increase their awareness of the need for equal opportunity for all students in career guidance and in the world of work.

(V) 3. To conduct a statewide study of the current status and effectiveness of career and vocational guidance programs in the state.

(V) 4. To establish and maintain liaison with state and federal guidance officials and with state and federal professional guidance associations.

(V) 5. To maintain close working relationships with key career counselor educators in institutions of higher education.

(V, D) 6. Establish a model released-time inservice program to enable counselors to gain deeper insights into business and industry.

(V, D) 7. Begin the development of a model preservice counselor education curriculum designed to better prepare counselors for their role in career guidance and counseling activities.

(V, D) 8. To expand opportunities for summer work experience programs for guidance counselors.

B. Process Oriented

9. To provide professional and technical assistance to local school districts in the improvement of vocational/career guidance and counseling services.

IV. Description of Program Activities

The Vocational Guidance and Counseling Unit is staffed by one professional.

The Unit attempts to gain insights and understandings regarding the current status of guidance and counseling in the state and nation, to identify career/vocational guidance needs and to initiate programs designed to meet these needs.

The guidance consultant maintains a close working relationship with federal and state guidance officials and professional associations. He serves as liaison between the Division of Vocational Education and key vocational counselor educators to work toward the improvement of preservice and inservice counselor education programs, especially as they relate to the development of counselor competencies in providing career/vocational guidance. Where feasible, model programs are developed.

The Unit administers a portion of the funds available under P.L. 94-482, Section 134. The guidance consultant attends relevant meetings and conferences and serves as a resource person to local counselors.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented			
(1)		1. Inservice workshops for guidance personnel	—	completed	completed
(2)		2. Sex equity training for counselors	—	—	completed
(3)		3. Statewide vocational guidance assessment	—	—	in process
(4)		4. Liaison with state and federal personnel	—	completed	achieved
(5)		5. Maintain close working relationship with key counselor educators	—	achieved	achieved
(6)		6. Model inservice business/ industrial program for counselors	—	—	completed
	B.	Process Oriented			
(1, 2, 6)		7. Number of workshops conducted	—	9	8
(1, 2, 6)		8. Number of counselors participated in workshops	—	181	126
(1, 2, 6)		9. Number of schools served by workshops	—	90	65
(9)		10. Assistance to counselors	—	completed	completed
(8)		11. Number of counselors enrolled in summer (1979) work seminars	—	—	12
(7)		12. Model counselor education curriculum development	—	—	in process
(8)		13. Expand summer work experience opportunities for counselors	—	—	completed

VI. Summary Evaluation

All of the objectives of the career/vocational guidance and counseling unit were either achieved fully or are in process and should be completed early in FY 1981.

A number of summer and released programs have been designed to expose counselors to the world of work through hands-on and exploratory programs in business and industry. These programs have been developed in cooperation with area chambers of commerce and/or personnel managers' associations.

A contract has been developed with the University of Connecticut's School of Education to develop a model counselor education curriculum based on findings of a national curricula review and a statewide needs assessment. This project should eventually result in a significant revision of counselor education curricula in several state colleges and universities. The career/vocational guidance unit is also working with the University of Connecticut in a cooperative effort to update

the guidance mailing list, produce a guidance directory and publish a new quarterly career guidance newsletter first distributed in June 1980.

Workshops for counselors were offered during the year, and additional inservice programs have been designed for the coming year. A pilot transitional counselor program for released young offenders returning to public school has also been developed in cooperation with the Department of Children and Youth Services and the Hartford Board of Education.

The career/vocational guidance consultant also worked cooperatively with the Connecticut Personnel and Guidance Association and participated as a member of the State Leadership Team for the Legislative Provisions Project of the American Personnel and Guidance Association.

VII. Financial Report

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Fund (Statutory Reference not applicable)	–	–	–
Federal Funds			
P.L. 94-482 Section 134 "Vocational Education Amendments of 1976"	$38,236	$45,628	$83,864
Other Funds	–	–	–
Total	$38,236	$45,628	$83,864

DIVISION OF VOCATIONAL EDUCATION

Bureau of Vocational Program Planning and Development

Introduction

During 1979-80 the Bureau addressed significant new federal and state requirements for the Division in planning and vocational program improvement, sex equity, professional development and collection and reporting of statistical information. The general mission of the Bureau is to ensure that the Board, the Department, Division and Connecticut educators and citizens have the information needed for formulation of policy and plans to effectively direct and operate vocational education programs within the education agencies of the state. The Bureau of Vocational Program Planning and Development consists of four units: Vocational Education Planning and Program Improvement, Data and Information Systems, Sex Equity in Vocational Education and Professional Development.

Vocational Education Planning and Program Improvement Unit

Major accomplishments of this unit included the development of an implementation strategy of the 1979 Master Plan for Vocational and Career Education and preplanning for the 1981 revision (Connecticut General Statutes 10-96a). New federal requirements were met with the completion of the 1980 State Plan for the Administration of Vocational Education and submission of an Accountability Report for 1978-79. Nineteen Vocational Program Improvement Projects were funded and monitored in the areas of research, exemplary programs and curriculum guide materials. Eleven new projects were identified for 1980-81 funding.

Data and Information Systems Unit

Services provided included data collection and the preparation of vocational education enrollment, graduate follow-up and staff reports required as part of the Vocational Education Data System (VEDS). Four statistical reports were submitted to U.S.O.E. and 18 special research reports were distributed to the public. A glossary of terms and definitions used in vocational education was published for the first time.

Sex Equity in Vocational Education Unit

Major initiatives during the second year of operation included increasing the participation of adult women in technical and trade training and expansion of inservice training in sex equity for school administrators, counselors and instructors in vocational programs at both the secondary and adult levels. Support services for women and "displaced" homemakers were funded for the first time. Over 15 workshops provided assistance to local school districts, agencies, vocational technical schools and two-year colleges.

Vocational Education and Professional Development Unit

This unit was concerned with improving the qualifications of persons serving (inservice), preparing to serve (preservice) and professional certification for vocational education programs. One hundred thirty-eight teachers were prepared for employment, and over 1,000 vocational teachers attended 22 inservice workshops supported by grants administered by this unit.

Financial Summary

	Distribution			
Source	Personnel	Grants	Other Expenses	Total
Ct. General Funds	$ 77,458	–	$14,447	$ 91,905
Federal Funds	194,845	$704,399	69,452	968,696
Other Funds	–	–	–	–
Total	$272,303	$704,399	$83,899	$1,060,601

DIVISION OF VOCATIONAL EDUCATION

Bureau of Vocational Program Planning and Development

Data and Information Systems Unit

I. Need

The Division of Vocational Education is committed to the improvement of Vocational Education in Connecticut. To meet this commitment, there is a need to evaluate existing programs and practices as related to the Vocational Act of 1976 (P.L. 94-482) in terms of program enrollment and placement of program completers and leavers.

II. Goals

1. Expand and strengthen the capacity of educational systems to do planning and evaluation.
2. Recommend policies to improve educational data collecting and dissemination systems and to provide leadership and otherwise promote the improvement of education including planning and evaluation.

III. Objectives

(Goal Ref.) A. Product Oriented

(1) 1. To conduct the four annual surveys of admissions, enrollments and graduates, compile data and submit the statistical reports as required by P.L. 94-482.

(2) 2. To conduct workshops to assist local agency personnel in the completion of vocational education reports and the interpretation of the resultant data.

(1) 3. To analyze and publish data resulting from the four annual surveys in a series of research reports. Increase the numbers of research reports from 12 to 18.

(2) 4. To improve and standardize data collection instruments, definitions and procedures to comply with the requirements of the Vocational Education Data System established under P.L. 94-482. Publish and distribute a comprehensive glossary of vocational education terms to assist in the completion of reports.

B. Process Oriented

(1) 5. To maintain the present Connecticut Vocational Education Information System (CVEIS) and expand its capabilities to meet the new and increasing needs of the Division of Vocational Education and the Vocational Education Data Systems.

(2) 6. To work in cooperation with local educational administrators and State Department of Education personnel to consolidate and/or eliminate any duplicative or nonessential data collection activities.

IV. Description of Program Activities

A computerized data system is maintained to provide the statistical and financial information necessary to evaluate the quality and effectiveness of vocational education programs and to plan for future needs. Meetings are held with representatives of the other bureaus of the Division of Vocational Education and LEA administrators to modify and improve data collection methods and instruments to meet the needs of the Division of Vocational Education and the requirements of the vocational education data system.

Two major surveys are conducted: 1) The End of the Year Enrollment Survey, and 2) The Placement of Program Completers/Leavers. Two additional surveys are conducted for the Vocational-

Technical Schools: 1) The Fall Enrollment Survey, and 2) The Vocational-Technical School Student Admission Survey. The data from these surveys are collected and compiled through the Connecticut Vocational Education Information System.

The results of these data collection activities are analyzed and graphically presented in 18 publications and disseminated to State Department of Education staff, educators, agency officials and local administrators to assist in evaluating, planning for, improving and maintaining the quality of vocational education in Connecticut. Data required under P.L. 94-482 is reported annually to the National Center for Educational Statistics.

Workshops are conducted with the cooperation of the Bureau of Vocational-Technical Schools and the Bureau of Vocational Services to assist local administrators in the completion of the vocational education reports and the use of the resultant data.

V. Performance Indicators

(Obj. Ref.)			Product Oriented	1977-78	1978-79	1979-80
(1)		1.	Data collection activities (annual survey)	completed	completed	completed
			Statistical Reports	completed	completed	completed
(2)		2.	Workshops conducted	2	4	7
(3)		3.	Publication of research reports	8	12	14
(4)		4.	To improve and standardize:			
			Data collection instruments	–	2	6
			Definitions	–	in process	completed
			Procedures	–	in process	in process
			Publish Glossary of Terms	–	–	completed
	B.		Process Oriented			
(5)		5.	Maintain and expand CVEIS	–	in process	in process
(6)		6.	Consolidation of data collection activities	–	in process	in process

VI. Summary Evaluation

This year the Data and Information Systems Unit carried on its data collection, analysis and improvement in the light of the implementation of the Vocational Education Data Systems established by P.L. 94-482. The new VEDS system has given impetus and direction to the standardization, consolidation and improvement of our data collection instruments, definitions and procedures. During 1979-80, we were able to consolidate the two major enrollment data collection instruments into one simplified form and provide vocational-technical school enrollment data to two bureaus within our agency and one other agency which formerly conducted three seperate surveys.

This year, we were able to establish a strong line of communication with local administrators through workshops and monthly meetings. This open line of communication is valuable to us now and will be essential in the coming years as we move forward in the full implementation of VEDS.

We have increased the quantity and quality of our research reports in response to the growing needs of the Division of Vocational Education and local administrators for accurate and timely data.

VII. Financial Summary

Source	Distribution		
	Personnel	Grants	Total
Ct. General Funds	–	–	–
Federal Funds	$71,704	–	$71,704
Other Funds	–	–	–
Total	$71,704	–	$71,704

DIVISION OF VOCATIONAL EDUCATION

Bureau of Vocational Program Planning and Development

Sex Equity in Vocational Education Unit

I. Need

During its second year of operation, the Sex Equity Unit concentrated on refining its ability to carry out the mandates of P.L. 94-482 to overcome program sex stereotypes in vocational education. Vocational training opportunities for girls and women were increased. The Unit also responded to the specific needs of males and females for increased nontraditional vocational opportunities. Those needs had been expressed by local liaison persons for sex equity who had been identified by eligible recipients and who had received inservice training on equity issues in 1979 (as required in the five-year and annual plan for vocational education).

II. Goals

III. Providing a strengthened program of professional development for teachers, administrators and others; providing inservice training keyed to solving the problems these persons identify as critical and releasing the talent they possess.

IV. Strengthening and broadening the educational system's approach to career preparation of students.

V. Increasing the responsiveness of schools to the diverse needs, styles and aspirations of students and communities.

D. Enable each student to increase his/her ability to understand himself and to function in his/her environment.

F. Enable each student to apply his/her accumulated knowledge and skills to present day living.

III. Objectives

(Goal Ref.) A. Product Oriented

(V) 1. To strengthen sex equity components in all research, exemplary and curriculum projects undertaken by the Divsion of Vocational Education.

(IV, V, F) 2. To develop status reports for the State Board of Education and the public on female/male employment and enrollment in vocational programs. Reports will include recommendations for attracting females to vocational administration and nontraditional trade instruction.

(IV, F) 3. To develop and disseminate information on use of displaced homemaker funds (as required by P.L. 94-482 which specifies the need for increased vocational service to the displaced homemaker and information on program development for this special needs population).

(V) 4. To review funds distribution in the Annual Plan for Vocational Education (P.L. 94-482) and make recommendations.

(V) 5. To prepare and disseminate public information through press releases and articles regarding progress in achieving sex equity in secondary vocational programs, vocational student organizations and adult vocational education and trade training.

B. Process Oriented

(III) 6. To provide technical assistance to Division of Vocational Education personnel and school districts through inservice training on equity issues as requested.

(IV, V, D, F) 7. To coordinate cooperation in planning efforts among state agencies responsible for developing programs and strategies for increasing women's participation in nontraditional vocational training and employment.

(V) 8. To improve coordination of sex equity initiatives throughout the State Department of Education.

(V, F) 9. To increase access for women to regional vocational-technical school adult programs (part-time and full-time).

IV. Description of Program Activities

As a result of relationships with LEAs, regional education service centers, regional vocational-technical schools and the community and state agencies established during 1978-79, the Sex Equity Unit was able to plan activities in direct response to the needs of vocational personnel and students. Emphasis during 1980 was placed on two areas: 1) increasing the participation of adult women in technical and trade training through increased recruitment, the provision of support services and increased training programs; 2) the provision of increased inservice training in sex equity for administrators, counselors and instructors in vocational programs at both the secondary and adult levels.

The identification and evaluation of displaced homemaker services accomplished in 1978-79 led to increased programming of displaced homemaker services including prevocational training and vocational guidance. Educational and social service personnel also received training so that they could provide better assistance to displaced homemakers searching for skill training and meaningful employment.

The Unit also contributed to the development of "Methods of Administration for OCR Guidelines to Eliminate Discrimination in Vocational Education," to the "Comprehensive Plan for Elementary and Secondary Education" and to the implementation of the "Master Plan for Vocational and Career Education."

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Equity components strengthened in funded research, exemplary and curriculum projects.	–	–	completed
(2)	2. Status reports on condition of progress toward sex equity prepared and distributed.	–	–	completed
(3)	3. Displaced Homemaker Program needs publicized through reports and statewide conference.	–	–	completed
	Individual programs initiated.	–	–	in process
(4)	4. Annual Plan for Vocational Education (P.L. 94-482) reviewed and recommendations made for fund distribution and policy revision.	–	–	completed
(5)	5. Public information regarding sex equity progress disseminated through press releases, newsletters, fact sheets and vocational education publications.	–	–	completed
	B. Process Oriented			
(6)	6. Inservice training and technical assistance provided to DVE, RVTS personnel and LEAs.	–	–	10 workshops
(7)	7. Cooperation between state agencies resulted in added support services for women in adult vocational programs. Cooperation between agen-	–	–	10 meetings & consultations

			1977-78	1978-79	1979-80
		cies in providing a displaced homemaker conference and in increasing displaced homemaker services.			1 statewide conference 5 workshops
(8)	8.	Interdepartmental Task Group on Sex Equity prepared report and recommendations for Commissioner and departmental intiatives and progress.	—	—	in process
(9)	9.	Basic Machine Training Program increased female participation. Pilot course for women in RVTS adult programs initiated.	—	—	Increase from 18% to 30% 3 courses completed
(10)	10.	Inservice training on sex-fair counseling behaviors, practices and materials.	—	—	2 conferences 2 workshops

VI. Summary Evaluation

The Sex Equity Unit, as a result of funding made available by the annual plan for vocational education (P.L. 94-482), increased support services for women pursuing technical/trade careers by awareness sessions for technical college administrators, informational conferences for women seeking education and career information, and the addition of prevocational training and counseling within existing adult vocational programs.

Displaced Homemaker needs were addressed through interagency planning, provision of one statewide conference and the initiation of vocational and counseling projects for this population.

The influence of counseling in student choices of vocational programs was recognized as crucial to encouraging males and females to consider nontraditional educational programs. Conferences and workshops presented by the Unit provided assistance for counselors to overcome sex-biased behavior, evaluate material for sex fairness and recognize employment opportunities in technical trade areas characteristically stereotyped by sex. Sex equity was addressed in secondary and postsecondary programs (as required by P.L. 94-482).

VII. Financial Summary

Source	Distribution Personnel	Grants	Total
Ct. General Fund	—	—	—
Federal Funds	$46,333	$41,975	$88,308
Other Funds	—	—	—
Total	$46,333	$41,975	$88,308

DIVISION OF VOCATIONAL EDUCATION

Bureau of Vocational Program Planning and Development

Vocational Education Professional Development Unit

I. Need

Special instructional programs need to be developed to meet the needs for vocational education preservice and inservice teacher education programs. Teachers and administrators must be updated so they can meet the changing needs of business, industry and other institutions by developing new educational patterns and utilizing new techniques and instructional materials. Leadership potential in vocational education must be developed in all areas. Federal professional development funds are provided to the program through P.L. 94-482, Vocational Education Amendments of 1976. Section 10-14 of the Connecticut General Statutes, Duties of the Board of Education, is relevant to professional development.

II. Goals

III. To provide a strengthened program of professional development for vocational teachers, administrators and other specialized personnel and provide preservice and inservice training that is keyed to solving the problems they identify as critical and releasing the talent they possess.

c. To conduct workshops and related activities to assist teachers in making effective use of curriculum materials and improving their proficiency in meeting the diverse needs and interests of students.

III. Objectives

(Goal Ref.) A. Product Oriented

(III) 1. To provide an adequate supply of qualified teachers and administrators for vocational education programs.

B. Process Oriented

(c) 2. To provide workshops, institutes, seminars, internships and other training to update professional vocational education personnel and provide teacher training for new occupational fields.

IV. Description of Program Activities

The program provided preservice and inservice training for teachers, coordinators and administrators of vocational education programs. The program is planned, scheduled, coordinated and arranged on an annual and special-needs basis and includes courses at colleges, short- and long-term institutes, conferences and workshops. Programs include updating and upgrading techniques of teaching in special areas and preparation for certification.

Preparation for leadership positions, internships and fellowships are programmed with colleges and universities or are arranged under grants or contracts by the state or in cooperation with the Department of Education.

Programs for the most part are operated through the University of Connecticut and Central Connecticut State College on campus, at vocational-technical schools or at other appropriate facilities throughout the state. Inservice conferences, workshops and institutes may be arranged in cooperation with local education agencies and with the regional education agencies.

In addition to the ongoing inservice conferences and workshops, seven staff members attended the annual AVA conference at Anaheim, California, under Subpart III funds. Six additional staff members attended the conference from other funding sources. Directors of the regional vocational-technical

schools attended a series of five inservice seminars to update their administrative techniques. Mini-grants for "Professional Development to School Systems" were issued to four Local Education Agencies as a result of an RFP issued in October 1979.

V. Performance Indicators*

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Number of teachers prepared for employment	129*	130*	138*
	B. Process Oriented			
(1)	2. Major inservice workshops, institutes or conferences (one day or more)	23*	18*	22*
(2)	3. Vocational education professional personnel participating in the inservice programs	1,320	1,130	1,173*

VI. Summary Evaluation

The goal of providing a strengthened program of professional development was the key to operations during the year. The number of teachers prepared for employment has remained comparatively stable, and the need for programs for updating professional staff continues. Teacher shortages have become evident in distributive education and industrial arts and required additional recruitment efforts in cooperation with training institutions.

Approximately one-third of the professional personnel in vocational education are being trained, supervised or updated through current preservice and inservice programs. Vocational guidance, curriculum development, and adult and postsecondary professional development are not adequately provided for. Specific programs are needed to overcome sex bias and sex stereotyping, to meet the needs of the disadvantaged and handicapped, to train staff to teach students with limited English proficiency and to retrain counseling and guidance personnel.

VII. Financial Summary

Source	Distribution		Total
	Personnel	Grants	
Ct. General Funds	$37,325	–	$ 37,325
Federal Funds	11,667	$181,668	$193,335
Other Funds	–	–	–
Total	$48,992	$181,668	$230,660

*Does not include preparation for industrial arts counselors or teachers.

DIVISION OF VOCATIONAL EDUCATION

Bureau of Vocational Program Planning and Development

Vocational Education Program Improvement Unit

I. Need

The Division of Vocational Education is committed to the improvement of vocational education in Connecticut. To meet this commitment, there is a need, 1) to improve planning of the use of resources available to carry out the mandates of the federal law, 2) to encourage experimentation with new concepts, and 3) to assess existing programs and practices in relation to vocational needs and priorities.

Section 108 of Public Law 94-482, the Education Amendments of 1976, mandates that any state requesting federal funds under the act must submit an annual program plan and accountability report to the U.S. Commissioner of Education.

Section 130 of P.L. 94-482 promotes the improvement of vocational education by funding and administering research projects, exemplary and innovative programs, and curriculum development projects.

II. Goals

II. Expand and strengthen the planning capacity of state and local school districts.
1. Analyze, interpret and summarize data concerning 1) planned and actual state and local allocation of federal, state and local funds, and 2) employment opportunities and training program output.
2. Recommend policies and programs to improve vocational education delivery systems, curricula and program instruction.

IV. Strengthen and broaden the educational system's approach to career preparation of students.

III. Objectives

(Goal Ref.) A. Product Oriented

(II, I) 1. To develop the 1980-81 annual state plan for the administration of vocational education in Connecticut.

(1) 2. To develop the 1978-79 annual state plan accountability report.

(IV, 2) 3. To devise the 1980-81 "Request for Proposals" booklet for the Vocational Education Improvement Program with priorities, application procedures and guidelines.

(IV, 2) 4. To develop and implement monitoring and evaluation procedures for the 1979-80 vocational education program improvement projects.

(IV, 2) 5. To conduct a needs assessment and make recommendations for FY 1982 priorities for vocational education program improvement.

B. Process Oriented

(II, 1) 6. To promote the involvement of representatives of required agencies, councils and the public in the planning and/or review process for the state plan and the accountability report for vocational education.

(II, 1) 7. To coordinate data gathering for planning purposes within the Division of Vocational Education and to involve the appropriate state agencies such as the Labor Department, the Department of Economic Development, the Office of Policy and Management and the Board of Higher Education.

(IV, 2) 8. To assist school districts/agencies in the development of program improvement applications.

(2) 9. To conduct project negotiations and contract development procedures with successful program improvement applicant organizations.

IV. Description of Program Activities

Planning activities included: 1) development of the 1980-81 annual state plan, which consisted of the presentation of detail on the proposed distribution of federal funds by subpart of the Vocational Education Act, by level, by type of institution including the types and numbers of programs, and by allocation of responsibility and resources, 2) amendment of the five-year plan to incorporate guidelines for support services for women and day-care services, and 3) preparation of the FY 1979 accountability report which contains the results of the state's efforts toward achievement of the goals presented in the 1978-79 annual state plan.

Meetings of participating representatives were held during the development of the annual plan, the amendments to the five-year plan and the accountability report. Public hearings were held to provide an opportunity for public comment on the three documents.

The Vocational Education Improvement Program provided leadership for positive change and development through the funding and administering of vocational research, exemplary and curriculum-development projects. These three components encouraged local boards of education, educational regional service centers, colleges and universities, and community and service organizations to conduct vocational education assessment and evaluation activities which provided better delivery systems for vocational education instruction.

The results of these activities were disseminated through brochures, conferences and workshops. Abstracts of the projects were sent to the National Center For Vocational Research.

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Annual state plan	completed	completed	completed
(2)	2. Accountability report	—	completed	completed
(3)	3. "Requests for Proposals" booklets	—	completed	completed
(4)	4. Advisory/evaluation teams	—	completed	completed
(5)	5. Request for proposal (RFP) priorities	completed	completed	completed
	B. Process Oriented			
(6)	6. Involving representatives in planning/review process for state plan/accountability report "108":			
	Committee meetings	4	6	7
	Public hearings	1	2	2
(7)	7. Coordination of inter- and intra-agency data gatherings for planning process:			
	Meetings	3	6	7
(8)	8. Assisting applicants with program improvement proposals	50	65	82
(9)	9. Conducting project negotiations	15	16	19
(10)	10. Contract development for successful projects	15	16	19

VI. Summary Evaluation

The goals and objectives for the planning unit were achieved through the development of the FY 1980 annual state plan, the 1978-79 annual state plan accountability report and the amendments to the five-year plan. Educational organizations and agencies were given opportunities to participate in the planning process through the involvement of an expanded State Plan "108" Advisory Committee and the State Advisory Council on Vocational and Career Education. In addition, hearings were held to permit the public to give their views on the state plan, the amendments and the accountability report. The State Plan Committee was involved earlier in the planning process which resulted in a better, more coordinated effort.

Computer programs were revised to facilitate the distribution of funds and to provide simulations for funding options. Cooperation with other state agencies was strengthened, providing more timely and reliable planning data.

The Vocational Education Improvement Program included many research, exemplary and curriculum-development projects which will serve as catalysts for conducting quality vocational programs in the future. The Bureau established priorities and applicational procedures and developed a "Request for Proposal" (RFP) manual. The 19 projects receiving contract awards under the Vocational Education Improvement Program will assist vocational educators at all levels in assessing program goals, seeking new knowledge and delivery systems, encouraging experimentation and developing curricula to keep current with a changing society. This program addresses the crucial issues of energy, sex-equality, the disadvantaged and handicapped student, and limited English-speaking individuals in vocational settings.

VII. Financial Summary

Source	Distribution		
	Personnel	Grants	Total
Connecticut General Funds	–	–	–
Federal Funds			
P.L. 94-482, Sec. 130	$65,139	$480,755	$545,894
Other Funds	–	–	–
Total	$65,139	$480,755	$545,894

DIVISION OF VOCATIONAL EDUCATION

Bureau of Vocational Services

I. Need

The large number of students who do not go to college and the number who continue to drop out of high school, as well as those who drop out of four-year colleges, indicates a need for additional occupational and vocational training for all students. This need is recognized by Sections 10-64, 10-65, 10-66, 10-96a and 10-99 of the Connecticut General Statutes and the sections relating to the construction of school buildings.

This need is also stated in the final report for the "Connecticut Master Plan for Vocational and Career Education" dated June 1979: "During the 1979 to 1985 period, economic expansion is expected to result in the creation of 96,750 new jobs in Connecticut, an average annual rate of about 16,000, double the rate for the 1974 to 1979 period. Almost three out of ten new jobs are expected to be for clerical workers, with openings most numerous for general secretaries. By 1985, professional and technical workers are expected to increase by 16,390. Approximately forty percent of those openings should be for medical workers except technicians. Significant increases are expected in the number of health technicians with a growing demand for dental hygienists, radiologic technologists and clinical lab technicians. Health service and food service workers are expected to lead the rise in the service group in which an overall increase of 14,430 is anticipated over the six-year period. Practical nurses, nurse aides and orderlies will be needed as health services in the state continue to expand through the mid-1980s. Increases are expected in the number of nonagricultural laborers, cleaning services workers, protective service workers and personal service workers."

II. Goal

I. Put school finance on a sound and equitable basis.

II. Provide a strengthened program of professional development for teachers, administrators and others: in-service training that is keyed to solving the problems they identify as critical and releasing the talent they possess.

III. Strengthen and broaden the educational system's approach to career preparation of students.

III. Objectives

(Goal Ref.) A. Product Oriented

(I) 1. To increase the number of grants awarded for vocational activities.

(III) 2. To increase the number of students enrolled in vocational education.

(III) 3. To increase the number of vocational students, organizations and membership.

B. Process Oriented

(III) 4. To provide opportunities for students to participate in career preparation programs.

(III) 5. To improve the capacity of eligible recipients to plan and evaluate career preparation programs and provide them assistance in doing so.

(II) 6. To provide professional development activities for teachers, administrators and others to better prepare them to carry out their responsibilities in career preparation programs.

(III) 7. To prepare and disseminate information to program area personnel.

IV. Description of Program Activities

This program provides the services of 19 professional staff members experienced in vocational education and 13 supportive clerical staff who provide and monitor incentive grants and entitlements to local education agencies and other agencies. The grants and entitlements may be used to establish, coordinate, evaluate, maintain and increase the vocational education opportunities

available to all citizens of Connecticut, including the handicapped and disadvantaged at all educational levels. Supported programs are in the fields of business and office education, consumer home economics, work study, cooperative work education-diversified occupations, marketing and distributive education, occupational home economics, industrial arts, trade and industrial, vocational agriculture, and vocational student organization for all population groups at all levels.

Administrative activities of the Bureau staff include: approving school district programs and plans; monitoring programs operated by school districts; providing technical assistance to school districts and evaluating the effectiveness of programs.

V. Performance Indicators

This data reflects information provided by institutions and educational agencies using federal funds available under P.L. 94-482 and state funds available under C.G.S. 10-64, 65, 66, 96 and 99.

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(1)	1. Proposals approved for vocational activities (in local schools and other agencies)	1,136	1,128	1,246
(2)	2. Students enrolled in vocational programs (in local schools and other agencies)	153,743	182,374	N/A
(2)	3. Increase in number of students enrolled in vocational education	no increase	28,631	N/A
(3)	4. Vocational Student Organization, number of chapters	215	252	250
(3)	5. Student membership in —			
	Distributive Education Clubs of America (DECA)	3,477	3,642	3,546
	Future Business Leaders of America (FBLA)	1,832	1,897	1,931
	Future Farmers of America (FFA)	1,792	1,765	1,790
	Future Homemakers of America (FHA/HERO)	1,279	924	770
	Vocational Industrial Clubs of America (VICA)	383	545	771
	Connecticut Industrial Arts Student Association (CIASA)	*	370	361
	B. Process Oriented			
(1)	6. Number of graduates	14,785	17,688	N/A
(2)	7. Graduate follow-up information			
	Graduates not available for placement:	7,699	N/A	N/A
	Entered Armed Forces	462	472	N/A
	Continued full-time school	5,320	7,074	N/A
	Status unknown	1,646	2,249	N/A
	Other	271	361	N/A
	Graduates available for employment:	7,086	8,004	N/A
	Employed in occupation for which trained or related area	4,563	4,896	N/A

*No chartered vocational student organization in existence.

		1977-78	1978-79	1979-80
	Employed in occupation unrelated to training	1,659	1,991	N/A
	Employed part-time	184	178	N/A
	Unemployed	680	467	N/A
(3)	8. Workshop conferences	163	169	130
(2)	9. Program evaluations scheduled	20	19	17
(4)	10. New and updated documents published	21	22	23
(1)	11. Agencies providing vocational education programs	25	20	20
(1)	12. School districts providing vocational education programs	119	106	126
(1)	13. Community colleges providing vocational education programs	12	12	12
(1)	14. State Technical Colleges providing vocational education programs	–	–	5

VI. Summary Evaluation

In 1979-80 there was an increase in the number of LEAs who were entitled to vocational grants. This was due to the refinement of the existing method of distribution of funds. As a result, the number of approved grants increased by more than 100 from the preceding year.

Reported enrollment in programs had declined through 1977-78. An increase of 28,631 students was shown in 1978-79. This was due primarily to increased enrollment in business and office education and industrial arts.

VII. Financial Report

Source	Personnel	Distribution Other Expenses	Grants	Total
Connecticut General Fund	$144,847	$ 19,952	–	$ 164,799
Federal Funds				
P.L. 94-482	603,587	103,592	–	707,179
The Education Amendments of 1976			$4,256,635	4,256,635
Total	$748,434	$123,544	$4,256,635	$5,128,613

DIVISION OF VOCATIONAL EDUCATION

Bureau of Vocational-Technical Schools

Bureau Overview

INTRODUCTION

The regional vocational-technical schools serve an increasing number of individuals seeking to learn marketable skills in health, trade and industrial occupations. Programs are available in the 17 regional vocational-technical schools at the secondary, postsecondary and adult levels to serve individuals throughout the state. Full-time programs range in length from one year at the post-secondary level to the four-year diploma program at the secondary level. Additional secondary level offerings include shared-time and satellite school programs. Part-time preparatory, supplemental and apprenticeship programs for adults and out-of-school youth provide opportunities to obtain basic skills or to upgrade existing skills and knowledge.

I. Need

The State Board of Education, in its responsibility as the State Board for Vocational Education, has recognized the need for programs in vocational-technical education as mandated by the Connecticut General Statutes (CGS) (sections 10-95, 10-95a and b, 10-97, and 10-99) and through the Master Plan for Career and Vocational Education Annual and Five-Year State Plans (P.A. 75-422). The Bureau of Vocational-Technical Schools, through the 17 regional vocational-technical schools and three satellite schools, provides technical, related and academic programs to prepare secondary, postsecondary and adult students with occupational skills.

Support service centers have been established in nine vocational-technical schools and special education has been established in all 17 regional vocational-technical schools. Shared-time and summer exploratory programs at 13 vocational-technical schools provide opportunities to students who are not able to enroll in regular programs. These programs have been developed to meet the continuing and increased demand for vocational education by the people of Connecticut.

II. Goals

IV. Strengthen and broaden the educational system's approach to career preparation of students.

D. Enable each student to increase his/her ability to understand self in order to function in the environment.

J. Implement the mandates of the General Statutes pertaining to education within the jurisdiction of the State Board.

III. Objectives

(Goal Ref.)		
	A.	Product Oriented
(IV, D)	1.	To expand shared-time programs in cooperation with local school systems.
(IV)	2.	To expand summer exploratory programs in cooperation with local school systems.
	B.	Process Oriented
(D)	3.	To develop in each student a marketable degree of skills.
(J)	4.	To provide students with the ability to meet sociological and technological changes.
(J)	5.	To continue to provide all persons equal access to vocational-technical school programs.

IV. Description of Program Activities

The primary mission of the vocational-technical schools is to provide quality instruction in trade,

industrial and health occupations education. In order to accomplish this mission, the vocational-technical schools are staffed with competent personnel in skilled trades and equally qualified personnel in related and general education.

Sixteen consultants provide professional assistance to the vocational-technical school staffs. In addition, each of the schools provides a range of guidance services for the students.

An associate consultant provides legal guidance for the Bureau to meet federal statutes such as Title IX, Affirmative Action, P.L. 1142, 504 regulations and promotes equal access for all eligible students to vocational education programs by reducing discrimination and sex stereotyping.

Affirmative action officers and Title IX coordinators are on the staff of every regional vocational-technical school.

A consultant for adult education, shared-time and summer exploratory has been hired by the Bureau to assist in these rapidly growing programs.

Sixteen curriculum projects have been completed. These projects include shop or classroom curricular revisions, updating and development. A two-year study of libraries and media in vocational-technical schools has been completed, a formal proposal has been prepared and reviewed, and funding and implementation has begun in three pilot schools.

V. Performance Indicators

These data reflect information provided by 17 regional vocational-technical schools.

(Obj. Ref.)			1977-78	1978-79	1979-80
	A.	Product Oriented Enrollments			
(5)	1.	Full-time secondary	11,632	11,735	11,604
		Males	9,683	9,521	9,282
		Females	1,949	2,214	2,322
(5)	2.	Four satellite schools	404	499	568
		Males	379	463	520
		Females	25	36	48
(1)	3.	Shared-time programs	638	782	595
		Males	505	678	516
		Females	133	104	79
(2)	4.	Summer exploratory program		1,272	1,136
		Males		1,006	889
		Females		266	247
(Obj. Ref.)	B.	Process Oriented			
(3)	5.	Number of graduates	3,275	NA	NA
		Males	2,126		
		Females	1,149		
(4)	6.	Graduate follow-up information:			
		Graduates not available for placement	884	NA	NA
		Entered Armed Forces	155	NA	NA
		Continued full-time school	360	NA	NA
		Status unknown	341	NA	NA
		Other	28	NA	NA

(5)	7.		1977-78	1978-79	1979-80
		Graduates available for employment:	2,391	NA	NA
		Employed in occupation for which trained or related area	1,888	NA	NA
		Employed in occupation unrelated to training	362	NA	NA
		Employed part-time	34	NA	NA
		Unemployed	107	NA	NA

VI. Summary Evaluation

In 1979-80 there was an increase in the number of females, minorities and Hispanics enrolled in the vocational-technical schools. The female enrollment increased from 2,214 students in 1978 to 2,322 in 1980; the black population increased from 990 to 1,037 students; and the Hispanic population increased from 394 to 439 students.

The Bristol satellite opened, and other satellite programs continued to show an increased enrollment. Shared-time programs also continued to grow and further moderate increases are expected as the LEAs make greater use of the concept. Summer exploratory programs, which were also popular, will provide career options to the participants.

VII. Financial Report

Source:	Distribution Personnel	Other Expenses	Grants	Total
Connecticut General Fund	$19,768,590	$4,603,536	–	$24,372,126
Federal Funds	–	–	–	–
Total	$19,768,590	$4,603,536		$24,372,126

DIVISION OF VOCATIONAL EDUCATION

Bureau of Youth, Employment and Training Services

Bureau Overview

Introduction

The general mission of the Bureau of Youth, Employment and Training Services is to assist Connecticut's six prime sponsors in fulfilling the purposes of the Comprehensive Employment and Training Act as they relate to education and work including instructional development, career education and guidance, counseling and assessment, program development and program evaluation.

The Bureau staff works with a variety of publics in making arrangements for the delivery of training services to both youth and adults, utilizing local and state educational agencies, community based organizations, proprietary schools and private industry.

The Bureau of Youth, Employment and Training Services comprises seven professional staff and five support staff members.

I. Need

Title II, Section 204, of P.L. 93-203 as amended and Section 343 of P.L. 95-93 (Comprehensive Employment and Training Act) make special grants available for providing needed vocational education services in areas served by CETA prime sponsors. These funds can be used only for providing vocational education and services to participants in programs under this title in accordance with agreements between the state Vocational Education Board and the prime sponsors. The Bureau has been designated as the state board agent responsible for administering and supervising program activities funded under these sections and ensuring those who use public funds to operate educational programs under this act comply with existing state statutes.

The Bureau also has the additional responsibility of arranging training services in behalf of persons eligible for assistance under P.L. 93-618 (Trade Act of 1974) and for programs established under Connecticut's P.A. 77-523 (state Manpower Act).

II. Goals

IV. "Strengthening and broadening the educational system's approach to career preparation of students."

V. "Increasing the responsiveness of schools to the diverse needs, styles, and aspirations of students and communities."

a. "Provide leadership and otherwise promote the improvement of education in the state including research, *planning and evaluation.*"

h. "Ensure that each school district shall finance at a reasonable level an educational program designed to achieve a suitable program of educational experiences."

III. Objectives

(Goal Ref.)		
(h)	1.	To ensure that the facilities, equipment, resources and instruction provided to CETA clients meet or exceed the minimums deemed appropriate for that program of instruction and existing employment opportunities.
(IV, a)	2.	To assist prime sponsors and program vendors in the development of training programs which will meet the specific needs of CETA participants and employers in Connecticut.
(IV, a)	3.	To provide program operators, supervisors and instructors with opportunities designed to improve their instructional programs.

(a) 4. To develop and/or identify evaluation instruments designed to measure the effectiveness of the variety of programs offered under SDE jurisdiction utilizing CETA funds.

(a) 5. To coordinate and facilitate the development of guidelines and procedures for awarding academic credit for participation in youth training programs.

(V, a) 6. To assist local education agencies, vocational-technical schools, community-based organizations and other program operators in development of alternative approaches in the delivery of manpower services to urban youth.

IV. Description of Program Activities

The overall objective of the CETA, the Trade Act and the state Manpower programs is to ensure opportunity for employment and training to the unemployed and underemployed youth and adults and to ensure that training and other services lead to maximum employment opportunities and enhance self sufficiency. Concurrently each program is an integral part of the state's overall economic development effort.

V. Performance Indicators

(Obj. Ref.)	A. Product Oriented	1977-78	1978-79	1979-80
(2)	1. Development of standardized English as a Second Language (ESL) curriculum		in process	completed
(2)	2. Development of a model orientation/assessment		in process	completed
(4)	3. Development of standards for assessing programs operating under prime sponsor/LEA agreements		in process	completed
(3)	4. Development and standardization of the financial and statistical reporting format for CETA programs		in process	completed
(5)	5. Development of supervisory handbook for CETA program operators		in process	in process
(4)	6. Standardization of assessment instruments (ESL/ABE) for comparative analyses of program offerings		—	completed
(2)	7. Development of an exploratory prevocational curriculum for statewide use		—	completed
(1)	8. Development of youth program guidelines for program development		—	completed
(2)	9. Training programs	25*	38*	29*
(4)	10. Program evaluations	10%	20%	20*

* Multiple sections of program offerings in each, e.g., English as a Second Language, machine, welding.

		1977-78	1978-79	1979-80
(2)	11. Referrals to proprietary schools, community colleges, technical colleges	543	856	700
(5)	12. Completion/placement data	—	5344**	4925**

VI. Summary Evaluation

In 1979-80 the Bureau became more directly involved with programs for both in- and out-of-school youth in the major urban areas of the state. The programs forged an alliance between the State Department of Education, the Office of Policy and Management, local education agencies and prime sponsors in meeting the challenge of youth unemployment.

The variety of program offerings increased during the period. A major program thrust was to prepare program participants for job placement or further training by developing their skills.

The number of persons served during the year decreased significantly because of tightened eligibility criteria, economic conditions and reduced funding levels.

VII. Financial Report

Source	Distribution Personnel	Other Expenses	Grants	Total
Connecticut General Funds				
Federal Funds PL 95-524 (The Comprehensive Employment and Training Act)	$ 220,000	$ 45,800	$ 4,484,200	$ 4,750,000
Federal Funds PL 93-68 (The Trade Readjustment Act)	32,000	3,000	125,000	160,000
Total	$ 252,000	$ 48,800	$ 4,609,200	$ 4,910,000

** Indicates numbers served — completion and placement data is the responsibility of prime sponsors.

DIVISION OF VOCATIONAL REHABILITATION: Division Summary

Bureau of Disability Determination

Bureau of Planning, Evaluation and Training
- Deaf and Hearing Impaired Unit
- Facilities Development Unit
- Program Development and Evaluation Unit
- Research Utilization Unit
- Training Unit

Bureau of Rehabilitation Services

DIVISION OF VOCATIONAL REHABILITATION
Division Summary

INTRODUCTION
On September 26, 1973, Public Law 93-112, the Rehabilitation Act of 1973, was enacted into law. The act, with its current amendments, "The Rehabilitation, Comprehensive Services and Developmental Disabilities Amendments of 1978" (P.L. 95-602), and state statutes Section 10-100 through 10-108, forms the legal basis for the state-federal Program of Vocational Rehabilitation. This year a total of $9,604,079 was expended directly to accomplish the major mission of helping disabled persons return to gainful employment. Of this amount, $1,880,000 were state funds. Another $803,040 in grants were obtained to improve and expand services to the disabled in the state through the efforts of the Division staff. The Division received $3,319,337 in federal funds for making disability determinations. Thus, the Division spent $12,923,416 for direct expenses for operations. From this total the state will recover over $2,055,683 for indirect costs and fringe benefits.

PROGRAM HIGHLIGHTS
Referrals and Rehabilitations
In FY 1979-80, 7,805 disabled individuals were referred for services. This represents a six and one-half percent decrease from last year's referrals. This was partly due to budgetary constraints resulting in less vigorous outreach efforts. In addition, the federal mandate for increasing service to the most severely disabled resulted in greater expenditures of time and monies for fewer clients. Thus services were initiated for approximately five percent of the estimated target population of 142,864 vocationally disabled Connecticut residents. Of the 17,800 disabled individuals served by the agency in FY 1979-80, 2,500 were vocationally rehabilitated. Based on Bureau of Rehabilitation Services statistics, estimated composite client earnings during the first year following rehabilitation will be approximately $19,099,500.

Training and Research
Training of the Division of Vocational Rehabilitation staff during FY 1979-80 focused on the following areas: 1) placement of the severely disabled, 2) vocational evaluations, 3) rehabilitation management, 4) first line supervision, 5) orientation to services for the deaf, 6) consumer rights, 7) affirmative action in employment of the handicapped, 8) psychological aspects of rehabilitation, 9) orientation and post-inductive training for new staff, and 10) graduate training for counselor interns. Approximately 135 persons out of 298 received specialized training.

Research has been expanded through the acquisition of additional library materials and media equipment. Information on research findings, technological innovations and new library acquisitions is disseminated in a new quarterly Library & Media Center Newsletter. Since moving the Library and Media Center to new and greatly expanded quarters in January 1980, it is more accessible to the DVR staff and the handicapped community. Further, it has increased its holdings and communications with field staff regarding the availability of references on a variety of topics pertaining to vocational rehabilitation.

Agreements/Similar Benefits
The Division of Vocational Rehabilitation is under federal mandate to maximally utilize "similar benefits," i.e., to establish first dollar responsibility for payment for services whenever possible. The best way to achieve this is the development and implementation of inter-agency memoranda of cooperation. Within the past year, the Division has renegotiated memoranda of cooperation with the Department of Mental Health and the Veterans Administration. Major progress was also made in developing functional memoranda of agreement with the Division of Vocational Education, Special Education and the Capitol Region Education Council. Similarly, plans are underway for the development of an agreement with the Financial Aid Administrators' Association for

collaborative efforts to defray college tuition expenses for disabled students.

The Division's administrative staff has increased efforts to increase staff awareness and efficiency in using similar benefits through informal and formal inservice training. More intensive training in this area is planned.

Facilities
Thirty-four contracts were awarded to rehabilitation facilities and workshops within the state for goods and/or services needed by state agencies. Connecticut has joined 37 other states in mandating state standards for rehabilitation facilities and workshops by 1983. Under the auspices of this Division, a committee of executive directors of various rehabilitation facilities throughout the state meet regularly to review, discuss and resolve issues of mutual concern. Under new grant development and processing procedures, professionals and consumers review and evaluate competing grants.

Services for the Deaf
Interpreters provided by the State Commission on the Deaf and Hearing Impaired have rendered 800 hours of service to facilitate communication between vocational rehabilitation counseling staff and deaf clients at a cost of $9,600. During FY 1979-80, 1,540 hearing impaired clients were served, 395 were rehabilitated.

Nine additional counselors are receiving training in sign language and orientation to deafness providing 23 percent of the counseling staff with specific training for caseload services to deaf clients. Further training in sign language and orientation to deafness is being offered to 10 rehabilitation facilities staff, four employer personnel interviewers, one psychologist and one psychiatric social worker. In addition, for the first time, the agency has hired a deaf counselor and interpreter/secretary to serve deaf clients.

Disability Determination
In 1979-80, the number of Supplemental Security Income (SSI) recipients and Social Security disability beneficiaries was over 45,000 with benefits totaling $162,400,000. The Bureau of Disability Determination claims as determined by SSA estimates were fully realized in Fiscal Year 1980. The regions' claims (determined by SSA estimates) were also 100 percent realized. The overall accuracy goals established by the Social Security Administration have been exceeded in every category. Case processing time was reduced from 43.5 to 39.8 days for Title II cases. The established goal was 40 days. Overall processing time for Titles II and XVI cases was 44.9 days with a goal of 45.5. The referrals to the Bureau of Rehabilitation Services remained at 15 percent with a goal of 20 percent.

SUMMARY STATISTICS

	1977-78	1978-79	1979-80
Division personnel: Full-time employees	$ 378	$ 340	$ 330
Referrals received for vocational rehabilitation services	7,807	8,374	7,805
Individuals rehabilitated	2,615	2,503	2,550
Consultations, technical assistance	740	844	754
Social Security disability claims received	28,496	23,613	23,613
Social Security claims processed	$ 27,872	$ 24,127	$ 24,406

DIVISION OF VOCATIONAL REHABILITATION

Bureau of Disability Determination

INTRODUCTION

The primary function of the Bureau of Disability Determination is to adjudicate claims for disability benefits under the Social Security Disability Act of 1954 in a timely, accurate and efficient manner. The agreement between the Secretary of Health, Education and Welfare and the State Board of Education was initiated in 1955 establishing the basis for the Bureau's activity. Pursuant to this agreement, the Bureau which serves the entire state began operation. Every individual insured by Social Security and/or all needy blind, disabled persons have a legal right to file a disability claim under the law.

Eligible applicants under age 65, who are determined to be disabled, receive monthly case benefits. Medical and vocational eligibility of needy blind and disabled Connecticut citizens, formerly processed by the Department of Social Services under the Aid to Permanently and Totally Disabled Act (Title XVI), became the responsibility of the Bureau as of July 1979. These cases are adjudicated under the same definition as disabled applicants under the Disability Insurance Program (Title II).

Those eligible for benefits who are accepted for services by the Bureau of Rehabilitation Services of the Division of Vocational Rehabilitation are funded 100 percent by Social Security Trust Funds.

I. Need

The Bureau has responsibility for carrying out agreements between the U.S. Secretary of Health, Education and Welfare and the State Board of Education for adjudication of disability claims under Sections 221 and 1633 of the Disability Insurance Program (Title XVI), according to the definition of "disability" as found in Sections 215(i) and 223(o) of the Social Security Act and in conformance with Section 10-101 of the State of Connecticut General Statutes.

II. Goals

1. To make determinations of claimants' eligibility for Social Security Disability Benefits and needy claimants' eligibility for payments under the Supplemental Security Income Program.
2. To perform gross screening of claimants' rehabilitation potential, in order to effect appropriate referrals to the Bureau of Rehabilitation Services of the Division of Vocational Rehabilitation.

III. Objectives

(Goal Ref.)

A. Product Oriented

(1) 1. To maintain a five weeks work pending load.

(1) 2. To maintain an overall 90 percent of quality as determined by case review.

(1) 3. To maintain an average processing time of 36 days.

(2) 4. To maintain a 20 percent vocational rehabilitation referral rate.

B. Process Oriented

(1) 5. To accept all applications for Social Security Disability Insurance and Supplemental Security Income benefits filed and processed through the district and central offices of the Social Security Administration.

(1) 6. To obtain medical, social, vocational and other claimant information necessary to make a determination of eligibility or ineligibility for benefits.

(1) 7. To render a decision in a timely and accurate manner.

(2) 8. To evaluate each claimant for rehabilitation potential and refer to the Bureau of Rehabilitation Services those claimants who are considered to have potential.

IV. Description of Program Activities

Applicants' claims for disability benefits are filed at the Social Security District Offices where an initial interview report containing the alleged date of disability, type of impairment, and medical and vocational sources involved is completed and forwarded to the Bureau. The disability examiner reviews the file and compiles additional information needed to formulate a determination of eligibility. The complete file is analyzed, evaluated and a decision is made as to the date of onset of disability, severity of impairment and determination of allowance or denial of benefits according to the standards of eligibility promulgated by Congress. Some claims require a more elaborate workup, including a vocational assessment and evaluation, and may be referred to one of the 13 private rehabilitation facilities located throughout the state where an assessment is made of the claimant's work tolerance, ability and performance capabilities.

Staff medical consultants help compile claims information and share the responsibility of making the decision. Attending and treating physicians, specialists in all body systems, hospitals, clinics and laboratories, as well as other community resources, both public and private, provide assistance in developing the information essential to adjudication of the claim.

For claimants who enlist the services of an attorney, staff are required to maintain contact with the legal profession. All determinations of claims are based on the law and are subject to the legal appeal process.

Final disability determination decisions rest with the Secretary of Health, Education and Welfare. The federal government conducts sample studies to assure uniformity in application of laws and regulations. The program is 100 percent federally funded.

V. Performance Indicators

(Obj. Ref.)			1977-78	1978-79	1979-80
(1)	A.	1. Work pending load.	Achieved	Achieved	Achieved
(3)		2. Decrease processing time.	Achieved	Achieved	Achieved
(4)		3. Increase number of cases referred to D.V.R.	Achieved	Achieved	Achieved
	B.	Process Oriented			
(5)		4. Social Security claims received.	28,496	23,613	23,900
(5)		5. Social Security claims processed.	27,872	24,127	24,406

VI. Summary Evaluation

The Bureau's claims, as determined by SSA estimate, were fully realized in 1980. The region's claims (determined by SSA estimates) were also 100 percent realized. The agency is currently at 4.8 weeks work pending, 0.2 weeks work below the 5.0 objective.

The overall accuracy goals established by the Social Security Administration have been exceeded in every category. Case processing time was reduced from 43.5 to 39.8 days for Title II cases. The established goal was 40 days. The region achieved 44.4 days processing time. Overall processing time for Titles II and XVI cases were 44.9 with a goal of 45.5. The referrals to the Bureau of Rehabilitation Services remained at 15 percent with a goal of 20 percent.

The program has an impact on the economic, social and financial conditions in Connecticut as follows: 1) rehabilitated beneficiaries who are referred for services become consumers and taxpayers rather than dependents; 2) recipients of federal payments under the Supplemental Security Income Program reduce welfare costs to the state; 3) the number of recipients in federal FY 1979 was over 45,000 with benefits totaling approximately $145,000,000 annually.

VII. Financial Summary

Source	Distribution			
	Personnel	Grants	Other Expenses	Total
Connecticut General Funds	–	–	–	–
Federal Funds P.L. 63-761, Sec. 221, "Social Security Disability Insurance Program" and P.L. 90-132, Sec. 1633, "Supplemental Security Income Program"	–	$3,319,337	–	$3,319,337
Other Funds	–	–	–	–
Total	–	$3,319,337	–	$3,319,337

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Planning, Evaluation and Training

INTRODUCTION

The objectives of the Bureau of Planning, Evaluation and Training are as follows: 1) to increase the number, comprehensiveness and effectiveness of programs providing rehabilitation services to the handicapped in the State of Connecticut; 2) to increase the competency of the professional vocational rehabilitation staff; 3) to provide the program-operating bureaus with information and/or data bases upon which to modify or expand existing programs, and 4) to increase involvement and effectiveness of relationships with cooperating agencies and consumer groups.

FINANCIAL SUMMARY

	Distribution			
Source	Personnel	Grants	Other Expenses	Total
Connecticut General Fund	–	–	–	–
Federal funds:				
Voc. Rehab. Act 1973 947 Funds	$ 277,530	$ 213,400*	–	$ 490,930
Other funds	–	–	–	–
Total	$ 277,530	$ 213,400*	–	$ 490,930

*Note: Grants amounting to $626,000 obtained from other sources, not processed by the Bureau, are not included.

DIVISION OF VOCATIONAL REHABILITATION

Bureau of Planning, Evaluation and Training

The Deaf and Hearing Impaired Unit

I. Need

Because of the unique problems of the deaf, the deaf-visually impaired and hearing impaired, a special consultative service is necessary to help the counselors, clients and service providers. Communication barriers that have hindered the deaf from full participation in the total vocational rehabilitation process are addressed by this Unit.

Federal and state statutes which support this program are P.L. 93-112, the Rehabilitation Act of 1973; P.L. 93-516, the Amendments of 1974; P.L. 95-602, The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978; and Section 10-100 through Section 10-108 of the Connecticut General Statutes.

II. Goals

1. To promote quality service delivery to the severely disabled deaf, deaf-visually impaired and hard of hearing.
2. To develop an understanding of deafness on the part of the Division which will enable it to relate positively to the deaf community.
3. To promote close working relationships with the State Commission on the Deaf and Hearing Impaired and other groups and agencies dealing with problems of the deaf, deaf-visually impaired and hearing impaired.

III. Objectives

(Goal Ref.)

A. Product Oriented

(1) 1. To increase the competency of vocational rehabilitation counselors and rehabilitation facilities staff in American Sign Language and orientation to deafness.

(1) 2. To identify particular counselors with the skills necessary to work with persons who have hearing impairments and to recruit competent university graduates in rehabilitation counseling for the deaf, deaf-visually impaired and hearing impaired with American Sign Language skills.

(1) 3. To identify psychologists with the professional background and appropriate sign language communication skills to provide psychological evaluations and group and individual therapy to deaf clients.

(1,2) 4. To further expand existing services and develop additional services in conjunction with state agencies, organizations and facilities serving the deaf population in Connecticut.

B. Process Oriented

(1) 5. To promote efforts of the Division, through its Coordinator of Services to the Deaf and Hearing Impaired, toward meeting with members of the deaf community and educating them on the availability of vocational rehabilitation services.

(1,2) 6. To collect, analyze and interpret statistical data and information on how the Division is fulfilling its mission in serving deaf and hearing impaired clients.

(1) 7. To continue implementing a program to provide equal access to vocational rehabilitation services for clients who are deaf, deaf-visually impaired or hearing impaired, by expanding interpreter services and telecommunication devices, and implementing the revised Model State Plan for the Rehabilitation of Deaf Clients.

IV. Description of Program Activities

Prior to 1974, when the Division of Vocational Rehabilitation hired a State Coordinator of Services to the Deaf and Hearing Impaired, very few deaf, deaf-visually impaired or hearing impaired people were served. In the past five years, the number of deaf and hearing impaired clients served has more than doubled. The quality, quantity and variety of services to persons who are deaf and hearing impaired is approaching the levels provided the hearing handicapped population.

A primary goal of the program is to provide equal access to services for those who are deaf or hearing impaired including providing clients with direct one-to-one communication with agency personnel and ensuring that they receive concise information. In addition, the Unit develops methods for counselors to become aware of the needs of the deaf community and to assist them in their work with the individual hearing impaired client.

Finally, the Unit is working cooperatively with all state agencies and organizations serving hearing impaired clients to expand services and eliminate duplication.

V. Performance Indicators

(Obj. Ref.)			Product Oriented	1977-78	1978-79	1979-80
(1)	A.	1.	Increase competence of vocational rehabilitation counselors through American Sign Language and orientation to deafness	in process	maintained	maintained
(2)		2.	Identify particular counselors with necessary skills to serve deaf clients.	in process	maintained	expanded
(1)		3.	Identify psychologists with the necessary skills to provide psychological evaluations and group and individual therapy.		in process	in process
(3)		4.	Develop working relationships with state agencies and organizations serving the deaf through cooperative agreements and subcommittee participation.	in process	maintained	expanded
(3)		5.	Develop a program to provide equal access to the deaf in the rehabilitation process.	in process	in process	in process
	B.		Process Oriented			
(5)		6.	Number of deaf served (unable to speak)	248	275	300
(5)		7.	Number of deaf served (able to speak)	441	475	485
(5)		8.	Number of other hearing impaired persons served	683	730	756
(5)		9.	Number of deaf and hearing impaired rehabilitated	353	375	395
(4)		10.	Number of consultations with counselors	96	136	162

			1977-78	1978-79	1979-80
(6)	11.	Number of state agencies, organizations and groups cooperatively working to provide services to hearing impaired citizens.	7	8	9

VI. Summary Evaluation

Presently 14 teletypewriters (TTYs) are operating in the vocational rehabilitation offices in Connecticut and plans are to install two more in local offices. The purchase of TTYs for deaf clients, an integral part of service delivery during the rehabilitation process, has increased. This has facilitated one-to-one communication between counselor and client, thus reducing the deaf client's dependency on a third party and increasing the effectiveness of time counselors spend with deaf clients.

Interpreters have provided approximatelv 800 hours of service to vocational rehabilitation field personnel and clients since July 1979 at a cost of $13,745. Use of an interpreter is not the ideal method of communication with a deaf person desiring agency services but it does facilitate effective communication during the period that training in orientation to deafness and sign language is being provided to counselors who work with deaf clients. During fiscal year 1979-80, we estimate that 1,540 hearing impaired clients will be served and 395 rehabilitated.

Presently, nine additional staff members are receiving training in sign language and orientation to deafness. Thus, 22 counselors, or 23 percent of the total counseling staff, will have specific training to provide caseload services to deaf persons. In addition, two administrators and five clerical staff members have been added to the training program.

The agency is also offering training in sign language and orientation to deafness to 10 rehabilitation facilities staff members, four employer personnel interviewers, one psychologist, and one psychiatric social worker. Thus, quality service delivery for deaf clients throughout the entire rehabilitation process will be upgraded.

For the first time, the agency has hired a deaf counselor and interpreter-secretary to serve deaf clients. In addition, the agency has established a local office with a counselor and clerk working full-time at the American School for the Deaf and has expanded services to the deaf and hearing impaired in the Hartford District Office by assigning an additional counselor to the deaf and hearing impaired caseload.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	—	—	—
Federal Fund	$ 29,834	—	$ 29,834
Other Funds	—	—	—
Total	$ 29,834	—	$ 29,834

DIVISION OF VOCATIONAL REHABILITATION

Bureau of Planning, Evaluation and Training

Facilities Development Unit

I. Need

The Facilities Unit for Rehabilitation Centers and Workshops is responsible for: the certification and effective utilization of established rehabilitation facilities; promotion of the growth and development of present and new facilities, as needed; the administration and review of federal and state grants to rehabilitation facilities; the determination of fee schedules for services provided by said facilities based upon appropriate standards, as well as the supervision of the minimum wage laws as they relate to the clientele of the Division; and consultation, including technical assistance to rehabilitation facilities and others.

Federal and state statutes which support this program are: P.L. 93-112, the Rehabilitation Act of 1973; P.L. 93-516, the Amendments of 1974; P.L. 95-602, The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978; and Section 10-100 through Section 10-108 of the Connecticut General Statutes.

II. Goals

1. To promote innovation and expansion of programs in rehabilitation facilities and workshops and the establishment of new rehabilitation facilities and workshops as needed.
2. To investigate, approve, and administer all Office of Human Development (RSA) grant requests.
3. To develop other grant resources.

III. Objectives

(Goal Ref.) A. Product Oriented

(1) 1. To identify and classify the existing vocational rehabilitation facilities in the state.

(2) 2. To correct deficiencies in the existing workshops and facilities.

B. Process Oriented

(1) 3. To improve the quality of services rendered by these workshops and facilities as economically as possible through grants, etc.

(1) 4. To evaluate the nature and effectiveness of the services now being rendered by the rehabilitation facilities and workshops in the state.

(2) 5. To stimulate the establishment of needed facilities so that the state can adequately serve all handicapped persons.

IV. Description of Program Activities

The Facilities Unit serves as liaison between the Division and the rehabilitation facilities wh provide services to D.V.R. clients. This unit monitors the appropriateness of utilization of facilities and the quality of services provided by facilities. This Unit also processes and monitors federal grants to facilities for expansion and innovation projects or training of personnel. Technical assistance is provided upon request and the facilities are monitored as to the kinds and adequacy of services.

V. Performance Indicators

(Obj. Ref.) A. Product Oriented	1977-78	1978-79	1979-80
(1,2) 1. Identify rehabilitation facilities in state	completed	in process	ongoing
(1,2) 2. Correct deficiencies toward meeting statewide standards	completed	in process	ongoing

		1977-78	1978-79	1979-80
	B. Process Oriented			
(1,2)	3. Improve quality of services	completed	in process	ongoing
	—number of visits for technical assistance	175	190	150
	—number of programs evaluated	24	30	15
(1,2)	4. Evaluate effectiveness of services	completed	in process	ongoing
	—number of programs evaluated	24	30	15
(1,2)	5. Stimulate establishment of facilities	completed	in process	ongoing
	—number of sheltered workshops in state	45	51	53
	—number of new workshops	7	6	2
	—number of grants reviewed	17	25	7

VI. Summary Evaluation

Through the combined efforts of business, industry, rehabilitation facilities and the Division of Vocational Rehabilitation (D.V.R.), Projects With Industry (PWI) has been in operation for one and one-half years. Since October 1979, as a direct result of this program, 180 clients have been admitted to Job Seeking Skills (JSS) training. Of those admitted, 93 percent (168) completed JSS and 60 percent (100) were severely disabled. Through the efforts of the PWI team, 277 clients were placed competitively. Of this number, 72 percent (199) completed JSS and 56 percent (154) were severely disabled.

With technical assistance from D.V.R., the State Set-Aside Program, established by the Connecticut Association of Rehabilitation Facilities (ConnARF), develops, secures and markets contracts with the State of Connecticut, businesses, industry and other agencies for products and services. To date, 34 "set-aside" contracts have been awarded to rehabilitation facilities and workshops within the state, and 15 other contracts have been arranged through the Set-Aside Office.

Consistent with the program priorities set forth in the State Plan for Vocational Rehabilitation, the Facilities Unit has requested and processed two major categories of grants for the establishment of special projects. Applications were solicited through the distribution of Requests for Proposals (RFP's) to 162 organizations and agencies throughout the state.

Eight grant proposals to establish Independent Living Rehabilitation Centers were received. These applications were reviewed and ranked by the Grants Review Committee consisting of rehabilitation professionals and consumers. The top-ranked proposal from a consortium of agencies in Bridgeport was approved by the State Board of Education prior to submittal to the Federal Office of Human Development for consideration for funding.

Three grant proposals to establish Comprehensive Rehabilitation Centers were received and processed. The top-ranked proposal from the Farmington Valley Association for Retarded and Handicapped (FVARH) has been approved by the State Board of Education and forwarded to the Federal Office of Education for consideration for funding.

The Division of Vocational Rehabilitation has mandated that all rehabilitation facilities and workshops utilized by D.V.R. meet the requirements for certification proposed by the Commission on Accreditation of Rehabilitation Facilities (CARF) by 1983. Consistent with this goal, D.V.R. has collaborated with the Department of Mental Retardation and other agencies to obtain pre-CARF surveys for 15 rehabilitation facilities.

Finally, the Facilities Advisory Committee, consisting of representatives of various agencies serving the handicapped, business and industry, has continued to function effectively as a liaison between the Division and rehabilitation facilities and workshops.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	–	–	–
Federal Fund:			
RSA P.L. 93-112	$ 75,000	–	$ 75,000
		$626,000*	626,000*
RSA I & E	–	127,000	127,000
Total	$ 75,000	$753,000	$ 828,000

*The successful acquisition of these grants was due in part to technical assistance provided by the Bureau. These grants were not processed by the Bureau.

DIVISION OF VOCATIONAL REHABILITATION

Bureau of Planning, Evaluation and Training

Program Development and Evaluation Unit

I. Need

Program planning and evaluation are crucial to the efficient use of resources and assurance of quality services to clients.

The development of cooperative agreements with other agencies is also an important aspect of program planning because a wider range of services can be offered to clients without increased expenditures.

Federal and state statutes which support this program are P.L. 93-112, the Rehabilitation Act of 1973; P.L. 93-516, the Amendments of 1974; P.L. 95-602, The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978; and Section 10-100 through Section 10-108 of the Connecticut General Statutes.

II. Goals

1. To coordinate agency-wide participation in the formulation of the program and financial plan.
2. To modify existing plans (state plans, program and financial plan) in accordance with changing service demands and revisions of federal regulations governing vocational rehabilitation.
3. To increase the effectiveness of vocational rehabilitation by progressive program goal setting; program evaluation; and updating and developing cooperative agreements with other agencies.
4. To work more closely with Local Education Agencies and Regional Educational Service Centers to develop cooperative programs for handicapped students that will expedite and smooth the transition from school to work.

III. Objectives

(Goal Ref.)		
	A.	Product Oriented
(1)	1.	To assess the effectiveness of the service delivery system through the use of a client satisfaction survey.
(2)	2.	To compile reports to be submitted to state and federal governments to satisfy compliance with state and federal standards.
(2)	3.	To prepare working papers and help implement changes made in the new Vocational Rehabilitation Act Amendments, P.L. 95-602.
(4)	4.	To develop materials to inform Local Education Agencies about the programs D.V.R. has developed to assist them with handicapped students.
	B.	Process Oriented
(4)	5.	To review current programs and develop new ones as needed.
(1)	6.	To develop practical ways to implement cooperative agreements at the local working level.
(2)	7.	To help each staff member develop a better understanding of his/her role in the agency and develop more realistic goals by involving total staff in the goal-setting process.
(3)	8.	To complete the Independent Living State Plan and work with the staff of D.V.R. and other agencies to implement the requirements.

IV. Description of Program Activities

The chief mission of this unit is to plan and develop programs that will expedite services to D.V.R. clients. These services will be developed in close cooperation with service providers from public and private agencies to assure effective and efficient service delivery.

Important functions are to perform needs assessment at the state and regional level and suggest strategies for meeting these needs to appropriate administrators. Emphasis is on creating a general atmosphere conducive to change, a willingness to use available resources and knowledge, and a capacity for ongoing renewal within agency and program. The ultimate goal of implementing program modifications is to help individual clients achieve skills and insights essential to the attainment of self-actualization.

The primary purpose of program development and evaluation is to develop new programs for handicapped individuals and evaluate these ongoing programs. Subsumed in this function is the improvement and expansion of existing programs.

This year's program and financial planning process very successfully elicited input from counselors, supervisors, district directors and central office personnel. An integral part of this process is the formal and informal assessment of program effectiveness as a basis for recommending modifications in existing programs or the development of new programs.

Cooperative agreements are developed primarily through an information exchange and bargaining process between the respective agencies.

V. Performance Indicators

(Obj. Ref.)			Product Oriented	1977-78	1978-79	1979-80
(1)	A.	1.	Apply federal standards to programs and processes being evaluated	completed	completed	completed
(2)		2.	Reports of compliance	completed	completed	completed
(3)		3.	Develop and submit Vocational Rehabilitation 3-year State Plan Preprint	completed	completed	completed
(8)		4.	Develop and submit the Independent Living State Plan	completed	completed	completed
(2)		5.	Develop in-house handbook for implementation of State Plan		in process	in process
(4)		6.	Develop agreements with Special Education, Vocational Education and C.E.T.A	in process	in process	in process
	B.		Process Oriented			
(5)		7.	Number of times technical assistance was offered, consultations solicited	174	180	201
(6)		8.	Number of cooperative agreements implemented	2	3	2
(7)		9.	Program and financial plan meetings developed	1	2	5
(7)		10.	Public information orientations			in process

VI. Summary Evaluation

The required plans and reports were completed in a timely and accurate manner. There was also an increase in the degree of participation in plan development across the various strata within the agency.

Cooperative agreements were formulated and enacted as policy with both the Department of Mental Health and the Veterans Administration. We have begun a systematic information exchange with vocational education, special education, one of the regional education service centers and the Financial Aid Administrators Association as initial steps towards the development and implementation of cooperative agreements.

Now that the federal Department of Vocational Rehabilitation is part of the new Department of Education, a new emphasis is being placed on coordination and cooperation with the LEAs to help handicapped students make a successful transition from school to work. Efforts within the Connecticut State Department of Education's three Divisions (vocational education, special education and vocational rehabilitation) have been re-evaluated, and a new attempt at working together, sharing resources and developing similar goals is in process.

VII. Financial Report

	Distribution		
	Personnel	Grants	Total
Connecticut General Fund	–	–	–
Federal Fund			
Voc. Rehab. Act 1973 Sec. 110 as amended	$ 39,969	–	$ 39,969
Other	–	–	–
Total	$ 39,969	–	$ 39,969

DIVISION OF VOCATIONAL REHABILITATION

Bureau of Planning, Evaluation and Training

Research Utilization Unit

I. Need

The field staff and management of the Division, agencies serving the handicapped and individuals themselves need to be kept abreast of research developments and trends in the field of rehabilitation of the disabled. Consequently, broader-based awareness of the Division's services is needed among agencies serving the handicapped, professional groups and consumer groups, as well as the general public.

Modification of Division programs should be based on valid, reliable data, which has been accurately analyzed, in order to optimize service delivery.

Federal and state statutes which support this program are P.L. 93-112, the Rehabilitation Act of 1973; P.L. 93-516, the Amendments of 1974; P.L. 95-602, The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978; and Section 10-100 through Section 10-108 of the Connecticut General Statutes.

II. Goals

1. To increase the level of dissemination of useful research information to field staff and management.
2. To develop the library and Media Center into a resource center to serve the informational needs of all staff.
3. To develop informational linkages with agencies serving the handicapped, professional groups and consumer groups and to increase public relations efforts.
4. To carry out statewide evaluations as needed.

III. Objectives

(Goal Ref.)

A. Product Oriented

(1) 1. To produce a Library and Media Center Newsletter on a quarterly basis.

(2) 2. To request Library Services and Construction Act (LSCA) funds for library development under the Grants to Institutions program.

(3) 3. To work with the SDE Office of Public Information to disseminate information about D.V.R. to the public.

(4) 4. To evaluate the service delivery system according to federal standards through the survey of a sample of cases closed from FY 1976-77, 1977-78 and 1978-79.

B. Process Oriented

(1) 5. To provide staff with information about the agency's Library and Media Center, its services and resources.

(2) 6. To keep abreast of the informational and material needs of the Division staff; to respond to these needs in a timely fashion.

(1) 7. To answer information requests from field staff and management.

(3) 8. To work with agencies and organizations relating to the handicapped and provide them the Library and Media Center's services.

IV. Description of Program Activities

The main purpose of the Research Utilization Unit is to provide information and research resources for Division staff, so they can deliver services effectively and plan programs which will serve client needs optimally. The adjunct public information role which the Research Utilization Unit performs aims to broaden public knowledge of rehabilitation services and activities, thereby expanding the Division's target service group.

Specific activities related to the Library and Media Center as a resource include the coordination of library services, carried out by the center's librarian. With this assistance, the Research Utilization Unit can answer information requests quickly and also keep the library informed about current rehabilitation-related materials to be considered for purchase.

The quarterly Library and Media Center Newsletter serves as a vehicle for disseminating research findings, technological innovations and new library acquisitions. It also encourages use of the center and input into its development plans by staff.

Visits to district offices are made at least once a year by one or both of the Research Utilization Unit staff to remind staff members of the center's resources and solicit their input through a needs assessment survey. Information gathered from staff on needs will be used to formulate the LSCA grant proposal.

Additionally, incoming rehabilitation research information and materials are routed to staff as relevant and appropriate, on an ongoing basis.

Surveys and evaluations carried out by this Unit may vary from year to year depending on changing federal regulations and agency needs. The most recent survey sampled "closed rehabilitated" clients in federal fiscal years 1976-77, 1977-78 and 1978-79. Among these clients, the employment rate was 84 percent (1976-77: 83 percent; 1977-78: 78 percent; 1978-79: 93 percent). Their mean earnings were $173.70 per week (1976-77: $159.09; 1977-78: $164.88; 1978-79: $195.00).

To meet public information needs, this Unit's staff meets regularly with staff of the Public Information Office to plan activities and maintains contact with a designated public information liaison in each district office. The SDE Public Information Office, which is provided with information on Division programs, provides media coverage and publishes a newsletter covering the Division's operations. This newsletter is sent to public and private agencies and groups which serve and represent the handicapped as well as education staff and employers across the state.

V. Performance Indicators

(Obj. Ref.)	A. Product Oriented	1977-78	1978-79	1979-80
(4)	1. Complete federal standards report based on case sample	completed	completed	completed
(4)	2. Complete follow-up report based on case sample (as in No. 1)	completed	completed	in process
(1)	3. Prepare and distribute Library and Media Center Newsletter (4 issues)	—	—	completed
(3)	4. Assist in preparation and dissemination of DVR Newsletter	—	—	in process

			1977-78	1978-79	1979-80
(2)		5. Write and submit LSCA grant proposal to State Library	—	—	in process
	B.	Process Oriented			
(5)		6. Use of Library and Media Center:			
		—number of books, periodicals and audiovisual materials *loaned*	174	344	645 (based on 11 months only from 7/1/79 to 5/31/80)
		—number of books, periodicals and audiovisual materials *catalogued*	1,582	1,780	391 (based on 11 months only from 7/1/79 to 5/31/80)
		7. Number of research and information requests answered	295	338	241 (based on 11 months only from 7/1/79 to 5/31/80
		8. Assessment of library and information-related needs of staff:			
		—number of meetings at district and local offices to assess needs; and	5	5	5
		—preparation of a needs assessment summary based on a survey of staff	—	—	completed
(8)		9. Carry out aims of LSCA Grant	—	—	not yet undertaken (to begin 9/80, pending grant approval

VI. Summary Evaluation

The Library and Media Center moved to its new quarters in February 1980. This has brought with it streamlined library procedures which have improved services to the staff and the public. The sharp drop in the number of items catalogued is due in part to extreme fiscal constraints resulting in few new acquisitions. The library has relied primarily on donations. It is anticipated that approval of the LSCA grant will in part remedy this situation.

The SDE Office of Public Information has experienced critical publication problems which have delayed the appearance of the D.V.R. newsletter. The first issue was originally scheduled to be published in the fall of 1979.

The anticipated LSCA grant should give a boost to the Library and Media Center's resources and activities above and beyond the improved efficiency and service quality seen in FY 1979-80.

The library was recently informed that its application for membership in the Connecticut Association of Health Science Libraries (CAHSL) has been accepted. Membership in CAHSL will give the center access to the resources of other medical libraries as well as giving it access to the resources of the association.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	—	—	—
Federal Fund			
Voc. Rehab. Act of 1973 Section 110 (Ct.)	$ 34,375	—	$ 34,375
Other	—	—	—
Total	$ 34,375	—	$ 34,375

DIVISION OF VOCATIONAL REHABILITATION

Bureau of Planning, Evaluation and Training

Training Unit

I. Need

The information explosion common to all professions is also true in vocational rehabilitation. Findings in regard to the employment of the physically and mentally disabled and new legislation in this area constantly change the ways in which cases are handled.

Inservice training sessions, short-term training institutes and continuing education courses for increasing skills and the staff's current knowledge are imperative, particularly since many staff members are recruited at the trainee level. For this new group, academic preparation, including post-induction training, must also be included to maintain standards. To meet this need, informational materials above and beyond both kinds of training materials must be disseminated to increase the skills and knowledge of those serving the handicapped. Recruitment of candidates with potential for professional competency is also essential for staff development.

Federal and state statutes which support the program are P.L. 93-112, the Federal Rehabilitation Act of 1973; P.L. 93-516, the Amendments of 1974; P.L. 95-602, The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978; and Section 10-100 through Section 10-108 of the Connecticut General Statutes.

II. Goals

1. Increase and maintain professional capabilities of all staff for rehabilitation counseling, clerical functions and rehabilitation program administration.
2. Provide academic training to provide intern staff with necessary levels of knowledge.

III. Objectives

(Goal Ref.)

A. Product Oriented

(1) 1. To acquire and develop materials for training staff.

(2) 2. To develop special training programs for intern counselors.

B. Process Oriented

(1) 3. To provide ongoing training for the staff.

(1) 4. To coordinate state training efforts and programs with those of the regional office.

IV. Description of Program Activities

Through the use of federal (90 percent) and state (10 percent) funds plus 80 percent and 20 percent basic support funding, the Unit provides graduate courses and post-induction training for counselor interns, and inservice training for all staff. Orientation to the agency, post-induction training and dissemination of informational materials and directories are provided for newly hired professional staff. Short-term training institutes and continuing education courses at Assumption College are also provided. Liaison with various professional organizations, private and public service agencies, colleges and universities and other state rehabilitation agencies is necessary to provide training.

V. Performance Indicators

(Obj. Ref.) A. Product Oriented	1977-78	1978-79	1979-80
(2) 1. Acquire and develop training materials	completed	completed	in process
(1) 2. Intern training	completed	completed	in process

		1977-78	1978-79	1979-80
	B. Process Oriented			
(3)	3. Professional vocational rehabilitation staff participating in training sessions (inservice, short-term, continuing education, and post-induction training)	130	135	135
(3)	4. Hours of contributed training sessions for vocational rehabilitation staff including regional training (number of participants times total hours of training)	5,733	7,073	7,000 (est.)

VI. Summary Evaluation

Each year federal funds are expended to provide training for the Division of Vocational Rehabilitation staff in skills that require special attention. This year training focused on the following: placement of the severely disabled, vocational evaluations, rehabilitation management, first-line supervision in management, sign language and orientation to services for the deaf, consumer rights, affirmative action in the employment of the handicapped, psychological aspects of rehabilitation utilization of similar benefits, case review processing, post-induction training for new staff, orientation for new staff and graduate training for counselor interns.

Both clerical and professional staff participated in the inservice training as appropriate, approximately 135 persons out of 298. Other training in specialized areas was given for selected staff members according to their specialized jobs and need for participation.

VII. Financial Report

Source	Distribution Personnel	Grants	Total
Connecticut General Fund	—	$ 4,040	$ 4,040
Federal Funds:			
Voc Rehab Act of 1973 4A1 In-Service Training Section 110947	$ 44,248	36,360	80,608
Other	—	—	—
Total	$ 44,248	$ 40,400	$ 84,648

DIVISION OF VOCATIONAL REHABILITATION

Bureau of Rehabilitation Services

INTRODUCTION

The mission of the Bureau of Rehabilitation Services is to ensure that each eligible vocationally handicapped individual in the state is identified, evaluated and served within the available resources and statutory provisions of state and federal legislation for vocational rehabilitation.

I. Need

Since disability often results in costly dependence and loss of individual self-esteem and self-reliance, it can present unique employment problems. It is estimated that 142,864 persons in Connecticut (4.5 percent of the 1978 estimated population) between 16 and 64 years old are disabled. To allow disabled persons to remain unproductive is socially wasteful in costs to public assistance, social security, the family unit and the community. Rehabilitation helps disabled people become more effective and efficient workers, consumers and taxpayers. A rehabilitated individual not only enjoys the product of his/her labor, but the demand for goods and services generated by the income he/she earns contributes to the economy.

Federal and State statutes which support this program are P.L. 93-112, The Rehabilitation Act of 1973; P.L. 93-516, The Amendments of 1974; P.L. 95-602, The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978; and Section 10-100 through Section 10-108 of the Connecticut General Statutes.

II. Goals

1. Strengthen and broaden the approach to the program of rehabilitation services through more appropriate vocational objective selection and career preparation for vocationally handicapped clientele.
2. Increase the responsiveness of vocational rehabilitation personnel to the comprehensive needs, service delivery requirements and career aspirations of vocationally handicapped clientele.
3. Ensure that appropriate rehabilitative services are provided to as many disabled individuals as possible, and ensure that these individuals are assisted to engage in safe and suitable occupations.

III. Objectives

(Goal Ref.) A. Product Oriented

(1) 1. To reduce the number of tax consumers and the loss of human resources and earning power that results from handicapping disabilities by providing vocational rehabilitation services to rehabilitate the maximum number of severely disabled persons to the mainstream of independence, earning power and tax contribution.

B. Process Oriented

(2) 2. To develop innovative approaches to, delivery of and advocacy for vocational rehabilitation services toward the solution of the many and diverse handicaps, problems and barriers that can result from disability.

(1) 3. To encourage and assist public and private agencies and other potential referral sources to identify disabled, vocationally handicapped individuals in order to improve the equitable and fiscally beneficial provision of vocational rehabilitation services.

(2) 4. To provide comprehensive evaluation of handicapped individuals in order to determine their eligibility and to develop and put into effect plans for the provision of vocational rehabilitation services.

(1,3) 5. To increase and improve the human resources of the state by developing or restoring employability of vocationally handicapped individuals and by placing these persons in or assisting them in the retention of safe and suitable employment.

IV. Description of Program Activities

Evaluation services are provided to determine if potential clients will benefit from a program of rehabilitation services. For those who are determined eligible, a full range of vocational rehabilitation services is available and provided as needed in each individual case.

Among groups given special emphasis were: severely disabled and other persons with handicaps, i.e., those with heart disease, cancer, stroke, epilepsy, spinal cord injuries; disabled public assistance recipients; Supplemental Security Income recipients; Social Security Disability Insurance beneficiaries; the homebound disabled; the mentally ill; deaf persons and those with severe hearing impairments; drug abusers and alcoholics.

The range of vocational rehabilitation services include:

1. Evaluation of rehabilitation potential, including diagnostic and related services;
2. Counseling, guidance and referral services;
3. Physical and mental restoration services;
4. Vocational and other training services, including personal and vocational adjustment, books, tools and other materials;
5. Maintenance;
6. Transportation;
7. Services to members of client's family, when such services are necessary to the adjustment or rehabilitation of the eligible handicapped client;
8. Interpreter services for the deaf;
9. Telecommunications, sensory, and other technological aids and devices;
10. Recruitment and training services to provide clients with new employment opportunities in the fields of rehabilitation, health, welfare, public safety, law enforcement and other appropriate public service employment;
11. Placement in suitable employment;
12. Post-employment services necessary to assist a rehabilitated client to maintain suitable employment;
13. Occupational licenses, tools, equipment and initial stocks and supplies;
14. Such other goods and services which can reasonably be expected to benefit a client in terms of employability.

The Bureau of Rehabilitation Services maintains a state-wide general caseload coverage through 19 geographic area offices and 12 other station locations for special caseload projects. The special caseload station locations are in selected state hospitals, state training schools and regional centers, rehabilitation centers and workshops, social services offices and public schools. Regular weekly visits are scheduled at all Job Service Offices of the State Labor Department. A counselor liaison is assigned to each of the public and private secondary schools in the state that offer a senior year education.

The Bureau cooperates under special written agreements of cooperation and service with the following agencies:

Connecticut Valley Hospital,
Department of Mental Health,
Easter Seal Society,
Goodwill Industries of Western Connecticut,
Labor Department,
Lawrence Memorial Hospital,
Multiple Sclerosis Society,
Public and Private Secondary Schools,
Saint Francis Hospital,
State Board of Education and Services for the Blind,
State Department of Social Services,
United Cerebral Palsy Association of Fairfield County, and
Veterans Administration.

V. Performance Indicators

(Obj. Ref.)		1977-78	1978-79	1979-80
	A. Product Oriented			
(3)	1. To increase or maintain number of referrals	increased	maintained	decreased by 8%
(1,5)	2. To increase or maintain number of rehabilitants	increased by 10%	maintained	decreased by 5%
(1,5)	3. To develop rehabilitants' earning power	increased by $500 over previous year	maintained	maintained with 7% inflation
(1)	4. To increase or maintain number of severely disabled P.A., SSDI-SSI recipients restored to earning power and tax contribution	increased by 5%	decreased	increased by 12%
(1)	5. Reduction in welfare and social security costs	over $1 M	decreased by 11%	increased by 12%
	B. Process Oriented			
(3)	6. Referrals	7,807	8,350	7,671
(4)	7. Disabled persons provided with evaluation service and determined eligible or ineligible	7,902	7,780	7,736
(5)	8. Rehabilitants	2,615	2,630	2,500
(5)	9. Earnings comparison			
	—before rehabilitation	$ 1,203,750	$ 1,210,668	$ 1,230,000
	—after rehabilitation	$18,320,690	$18,425,780	$18,740,000
(5)	10. Comparison of federal and state taxes paid:			
	—before rehabilitation	$ 109,675	$ 110,302	$ 104,850
	—after rehabilitation	$ 3,661,000	$ 3,682,000	$ 3,500,000
(1)	11. Disabled persons removed or reduced from dependency on SSI-SSDI and public assistance program	572	514	520
(1)	12. Reduced welfare and Social Security annual costs	$ 1,315,600	$ 1,182,200	$ 1,196,000

VI. Summary Evaluation

In FY 79-80 the agency received 7,671 new referrals of disabled individuals. Of the 17,912 disabled individuals served by the agency in FY 79-80, 2,500 were vocationally rehabilitated. Based on Bureau records, it is estimated that cumulative earnings during the first year following rehabilitation would amount to approximately $18,740,000. The number of rehabilitations of Social Security Disability Insurance beneficiaries (SSDI), Supplementary Security Income recipients (SSI) and disabled public assistance recipients is 20.8 percent of the total number of rehabilitants. Evaluation services to determine eligibility were provided to 7,736 clients.

In response to the increasing need to conserve case service money, counselors directed their efforts toward the provision of "no cost" services through the use of "similar benefits." Innovative approaches to the problem of disability and rehabilitation were devised to meet federally mandated demands to increase service to the most severely disabled clientele first.

This program operates to meet objectives clearly defined by federal and state law. It is continually monitored and modified to address the most pressing needs of the disabled population, since the program has never been able to adequately provide for all the needs.

Continued special emphasis was placed this year on full and thorough evaluation, encouraging the use of rehabilitation facilities that are designed and operated for this purpose. All services were delivered with the same high quality and in about the same quantity as in the previous year, although some caseloads reduced the number served because of the deliberate increase in the proportion of "most severely disabled" persons served.

Efforts continued in the rehabilitation of Social Security disability beneficiaries and disabled public assistance recipients through the use of some limited federal funds made available to the agency for these specific priority groups.

Services to the severely disabled homebound continued to receive special attention. Services to persons who are deaf or severely hearing impaired continued to receive priority from the agency through increased and improved communications between counselors and applicants/clients. This was due to inservice training to improve sign language ability of counselors, the increased use of professional interpreters and the identification of counselors to concentrate special efforts on working with persons who have hearing impairments.

Training of counselors in the areas of labor market and occupational information, job development and placement, and employer contact techniques have progressed satisfactorily and continue to receive emphasis.

VII. Financial Summary

Source	Distribution			
	Personnel	Grants	Other Expenses	Total
Connecticut General Fund Sec. 10-105 (1957, P.A. 557) Sec. 10-101 (1978, P.A. 354)	–	$1,880,000	–	$1,880,000
Federal Funds P.L. 92-112, 1973 P.L. 93-516, 1974 P.L. 95-602, 1978	$4,658,532	–	$3,065,447	7,723,979
Other Funds	–	–	–	–
Total	$4,658,532	$1,880,000	$3,065,447	$9,603,979

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CONNECTICUT STATE BOARD OF EDUCATION

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